

**REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY  
TO THE OCTOBER 29, 2009 SENATE (2009-10)**

**For Action;** new, revised programs

The following proposals were approved by the Senate Committee on Educational Policy at its meeting on October 15, 2009 and are presented here for the approval of the Senate:\*

- PR-10.04,** Revision of the Bachelor of Science in Computer Science (Revised) **(p.2)**  
**PR-10.05,** Revision of the Bachelor of Science in Liberal Arts and Sciences, Major in Earth and Environmental Sciences **(p.10)**  
**PR-10.06,** Revision of the Bachelor of Science in Electrical Engineering and Bachelor of Science in Computer Engineering **(p.22)**  
**PR-10.07,** Establish a Program in Asian American Studies **(p.44)**  
**PR-10.08,** Establish a Minor in Asian American Studies **(p.51)**  
**PR-10.09,** Establish the Master of Arts in Museum and Exhibition Studies **(p.60)**  
**PR-10.10,** Revision of the PhD in Learning Sciences **(p.82)**  
**PR-10.11,** Establishment of a Doctor of Dental Surgery (DDS) to be redesignated as the Doctor of Dental Medicine (DMD)/Master of Science in Clinical and Translational Science (MS in CTS) Joint Degree Program **(p.86)**

**For Information;** General Education Credit

The following General Education Courses were approved by the Senate Committee on Educational Policy at its meetings on October 15, 2009 and are presented here for Senate information:

**New General Education Course Request**

- ASAM 210,** Asian American Histories  
**ECE 115,** Introduction to Electrical and Computer Engineering  
**UPP 205,** Cinema and the City

**Permanent General Education Course Request**

- EAES 101,** Global Environmental Change  
**EAES 111,** Earth, Energy, and the Environment  
**EAES 200,** Fieldwork in Missouri

**FOR THE COMMITTEE,**

**Richard Van Acker, Chair**

\*Catalogue statements, if not included, are available for review at in the Office of the Senate or Academic Affairs.

<i>Title:</i>	Revision of Bachelor of Science in Computer Science (includes Concentrations in Computer Systems and Software Engineering)
<i>Sponsor:</i>	Department of Computer Science, College of Engineering
<i>Description:</i>	<p>Addition of CS 499, Professional Development Seminar, 0 Hours, to the list of required courses for the General Computer Science Degree, the Computer System Concentration and the Software Engineering Concentration.</p> <p>The course will meet up to four times in the student's final semester and seeks to provide orientation to the resources available to Computer Science Alumni, including career placement services and to provide graduating students with information on the engineering workplace. Students will be required to take the Computer Science Major Field Exam, as given by ETS, as part of this course.</p> <p>Total hours required for the Bachelor of Science in Computer Science degree remains the same at 128.</p>
<i>Justification:</i>	<p>This course was recommended by the ABET Assessment team after its visit to UIC in October 2008.</p> <p>Currently, there are no courses in the BS programs that relay the critical information outlined above to graduating students. Further, a structured process is necessary to routinely collect program assessment information. The Computer Science Major Field Exam will provide the following benefits to both the students and department:</p> <ul style="list-style-type: none"> <li>• Help ensure students have mastered their field of study</li> <li>• Help the department determine and correct program weaknesses</li> <li>• Provide practical experience in preparation for standardized graduate admissions exams.</li> <li>• Prepare students to succeed by using test results to improve curricula</li> </ul>
<i>Catalog Statement:</i>	Attached
<i>Minority Impact Statement:</i>	No Negative Impact
<i>Budgetary and Staff Implications:</i>	None

<i>Library Resource Implications:</i>	None
<i>Space Implications:</i>	None
<i>Unit (e.g. department) approval date:</i>	<i>December 5, 2008</i>
<i>College (educational policy committee, faculty) approval dates:</i>	<i>December 9, 2008</i>
<i>Contact Person:</i>	Patrick Troy, Director of Undergraduate Studies, Dept. of Computer Science <a href="mailto:troy@uic.edu">troy@uic.edu</a> , Office: 919 SEO, Phone: 312-996-8521, Fax: 312-413-0024
<i>Proposed Effective Date:</i>	Spring 2010

**Course Description:**

**CS 499. Professional Development Seminar. 0 Hours.** Graduating seniors will be provided with information regarding future career paths and will provide information regarding the program to be used for assessment purposes. Students take the CS Major Field Exam as part of this course. Prerequisite: Approval of the department. Open only to seniors. Must be taken during the student's last semester of study.

<b>Present</b>	<b>Proposed</b>																																
<p><b>Degree Requirements—Computer Science</b></p> <p>To earn a Bachelor of Science in Computer Science degree from UIC, students need to complete University, college, and department degree requirements. The Department of Computer Science degree requirements are outlined below. Students should consult the College of Engineering section for additional degree requirements and college academic policies.</p> <table> <thead> <tr> <th><b>BS in Computer Science Degree Requirements</b></th> <th><b>Hours</b></th> </tr> </thead> <tbody> <tr> <td>Nonengineering and General Education Requirements</td> <td>61</td> </tr> <tr> <td>Required in the College of Engineering</td> <td>38</td> </tr> <tr> <td>Technical Electives</td> <td>15</td> </tr> <tr> <td>Required Mathematics Courses</td> <td>9</td> </tr> <tr> <td>Free Electives</td> <td>5</td> </tr> <tr> <td><b>Total Hours—BS in Computer Science</b></td> <td><b>128</b></td> </tr> </tbody> </table>	<b>BS in Computer Science Degree Requirements</b>	<b>Hours</b>	Nonengineering and General Education Requirements	61	Required in the College of Engineering	38	Technical Electives	15	Required Mathematics Courses	9	Free Electives	5	<b>Total Hours—BS in Computer Science</b>	<b>128</b>	Same.																		
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ENGR 100—Orientationa	0a	
CS 101—Introduction to Computing	3	
CS 102—Introduction to Programming	3	
CS 201—Data Structures and Discrete Mathematics I	4	
CS 202—Data Structures and Discrete Mathematics II	3	
CS 266—Computer Architecture I: Logic and Computer Structures	4	
CS 301—Languages and Automata	3	
CS 335—Computer Ethics	2	
CS 340—Software Design	4	
CS 366—Computer Architecture II: Hardware-Software Interface	4	
CS 376—Practicum in Computer Science Oral Presentations	1	
CS 385—Operating Systems Concepts and Design	4	
CS 401—Computer Algorithms I	3	
<b>Total Hours—Required in the College of Engineering</b>	<b>38</b>	<b>CS 499 – Professional Development Seminar (0)</b>
a ENGR 100 is a one-semester-hour course, but the hour does not count toward the total required for graduation		
<b>Technical Electives (15)</b>		<b>Same</b>
<b>Required Mathematics Courses (9)</b>		<b>Same</b>
<b>Lab Science Sequence and Science Electives (12)</b>		<b>Same</b>
<b>Free Electives (5)</b>		<b>Same</b>
<b>Sample Course Schedule—Computer Science</b>		<b>Sample Course Schedule—Computer Science – same except for last semester:</b>
Technical Elective 3		Technical Elective 3
Technical Elective 3		Technical Elective 3
Technical Elective 3		Technical Elective 3
Humanities/Social Sciences/Art Elective 3		Technical Elective 3
Humanities/Social Sciences/Art Elective 3		Humanities/Social Sciences/Art Elective 3
CS 376—Practicum in CS Oral Presentations 1		Humanities/Social Sciences/Art Elective 3
		CS 376—Practicum in CS Oral Presentations 1
		<b>CS 499 – Professional Development Seminar (0)</b>
<b>Total Hours 16</b>		<b>Total Hours 16</b>
<b>BS in Computer Science, Computer Systems Concentration Degree Requirements</b>	<b>Hours</b>	<b>Same</b>
Nonengineering and General Education Requirements	60	
Required in the College of Engineering	38	

Technical Electives	18	
Required Mathematics Courses	6	
Free Elective	6	
<b>Total Hours—BS in Computer Science, Computer Systems Concentration</b>	<b>128</b>	
<b>Nonengineering and General Education Requirements</b>		<b>Same.</b>
<b>Courses</b>	<b>Hours</b>	
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3	
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3	
Exploring World Cultures course <sup>a</sup>	3	
Understanding the Creative Arts course <sup>a</sup>	3	
Understanding the Past course <sup>a</sup>	3	
Understanding the Individual and Society course <sup>a</sup>	3	
Understanding U.S. Society Course <sup>a</sup>	3	
Humanities/Social Sciences/Art Electives <sup>b</sup>	15	
MATH 180—Calculus Ic	5	
MATH 181—Calculus IIc	5	
MATH 210—Calculus IIIc	3	
MATH 220—Introduction to Differential Equations	3	
PHYS 141—General Physics I (Mechanics) <sup>c</sup>	4	
PHYS 142—General Physics II (Electricity and Magnetism) <sup>c</sup>	4	
<b>Total Hours—Nonengineering and General Education Requirements</b>	<b>60</b>	
<p><sup>a</sup> Students should consult the General Education section of the catalog for a list of approved courses in this category.</p> <p><sup>b</sup> These electives must be selected from a list of approved courses provided by the CS department.</p> <p><sup>c</sup> This course is approved for the Analyzing the Natural World General Education category.</p>		
<b>Required in the College of Engineering</b>		<b>Same, except for addition below:</b>
<b>Courses</b>	<b>Hours</b>	
ENGR 100—Orientation <sup>a</sup>	0 <sup>a</sup>	
CS 101—Introduction to Computing	3	
CS 102—Introduction to Programming	3	
ECE 225—Circuit Analysis	4	
CS 201—Data Structures and Discrete Mathematics I	4	
CS 202—Data Structures and Discrete Mathematics II	3	
CS 266—Computer Architecture I: Logic and Computer Structures	4	
CS 301—Languages and Automata	3	
CS 335—Computer Ethics	2	
CS 366—Computer Architecture II: Hardware-Software Interface	4	
CS 376—Practicum in Computer Science Oral Presentations	1	
CS 385—Operating Systems Concepts and Design	4	

CS 469—Computer Systems Design	3	<b>CS 499 – Professional Development Seminar (0)</b>
<b>Total Hours—Required in the College of Engineering</b>	<b>38</b>	
a ENGR 100 is a one-semester-hour course, but the hour does not count toward the total required for graduation.		
<b>Technical Electives (18)</b>		<b>Same</b>
<b>Required Mathematics Courses (6)</b>		<b>Same</b>
<b>Free Electives (6)</b>		<b>Same</b>
<b>Sample Course Schedule—Computer Science</b>		<b>Sample Course Schedule—Computer Science – same except for last semester:</b>
<b>Second Semester Hours</b>		<b>Second Semester Hours</b>
Technical Elective 3		Technical Elective 3
Technical Elective 3		Technical Elective 3
CS 335—Computer Ethics 2		CS 335—Computer Ethics 2
CS 469—Computer Systems Design 3		CS 469—Computer Systems Design 3
Free Elective 4		Free Elective 4
<b>Total Hours 15</b>		<b>CS 499 – Professional Development Seminar (0)</b>
		<b>Total Hours 15</b>
<b>BS in Computer Science with Software Engineering Concentration Degree Requirements</b>	<b>Hours</b>	<b>Same</b>
Nonengineering and General Education Requirements	61	
Required in the College of Engineering	47	
Technical Electives	9	
Required Mathematics Courses	6	
Free Elective	5	
<b>Total Hours—BS in Computer Science, Software Engineering Concentration</b>	<b>128</b>	
<b>Nonengineering and General Education Requirements</b>		<b>Same</b>
<b>Courses</b>	<b>Hours</b>	
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3	
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3	
Exploring World Cultures coursea	3	
Understanding the Creative Arts coursea	3	
Understanding the Past coursea	3	
Understanding the Individual and Society coursea	3	
Understanding U.S. Society Coursea	3	

Humanities/Social Sciences/Art Electives <sup>b</sup>	15	
MATH 180—Calculus Ic	5	
MATH 181—Calculus IIc	5	
MATH 210—Calculus IIIc	3	
Lab Science Sequence and Science Electives		
Lab Science Sequence (8–10) <sup>d</sup> —See below	12	
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<b>Total Hours—Nonengineering and General Education Requirements</b>	<b>61</b>	
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ENGR 100—Orientationa	0a	
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CS 366—Computer Architecture II: Hardware-Software Interface	4	
CS 376—Practicum in Computer Science Oral Presentations	1	
CS 385—Operating Systems Concepts and Design	4	
CS 401—Computer Algorithms I	3	
CS 440—Software Engineering I	3	
CS 442—Software Engineering II	3	
IE 342—Probability and Statistics for Engineers	3	
<b>Total Hours—Required in the College of Engineering</b>	<b>47</b>	<b>CS 499 – Professional Development Seminar (0)</b>
a ENGR 100 is a one-semester-hour course, but the hour does not count toward the total hours required for graduation.		
<b>Technical Electives (9)</b>		<b>Same</b>
<b>Required Mathematics Courses (6)</b>		<b>Same</b>

<b>Lab Science Sequence and Science Electives (12)</b>	<b>Same</b>
<p><b>Sample Course Schedule—Computer Science</b></p> <p><b>Second Semester Hours</b></p> <p>CS 442—Software Engineering II 3</p> <p>Technical Elective 3</p> <p>Technical Elective 3</p> <p>Humanities/Social Sciences/Art Elective 3</p> <p>Humanities/Social Sciences/Art Elective 3</p> <p>CS 376—Practicum in CS Oral Presentations 1</p> <p><b>Total Hours 16</b></p>	<p><b>Sample Course Schedule—Computer Science – same except for last semester:</b></p> <p><b>Second Semester Hours</b></p> <p>CS 442—Software Engineering II 3</p> <p>Technical Elective 3</p> <p>Technical Elective 3</p> <p>Humanities/Social Sciences/Art Elective 3</p> <p>Humanities/Social Sciences/Art Elective 3</p> <p>Humanities/Social Sciences/Art Elective 3</p> <p>CS 376—Practicum in CS Oral Presentations 1</p> <p><b>CS 499 – Professional Development Seminar (0)</b></p> <p><b>Total Hours 16</b></p>

**Title:** Revision of the Bachelor of Science in Liberal Arts and Sciences, Major in Earth and Environmental Sciences

**Sponsor:** Department of Earth and Environmental Sciences  
College of Liberal Arts and Sciences

**Description:**

The Department of Earth and Environmental Sciences (EaES) is proposing a revision of the EaES major to consolidate the two current concentrations in Earth Science and Environmental Earth Sciences into a single track for majors.

- 1) The revised major will be composed of a set of six core course requirements, five to six additional selective courses chosen from four groups, and six collateral courses.
- 2) The core requirements (20 hours) will be:
  - EaES 101–Global Environmental Change (4 hrs)
  - EaES 111–Earth, Energy, and the Environment (4 hrs)
  - EaES 200–Fieldwork in Missouri (2 hrs)
  - EaES 230–Earth Materials (4 hrs)
  - EaES 285–Earth Systems (4 hrs)
  - EaES 290–Current Topics in Earth and Environmental Sciences (2 hrs)
- 3) The selective courses will total at least 19 hours, with at least one course from each of four groups. Of the 19 hours, one course can be chosen, with permission of the Director of Undergraduate Studies, from an approved list of courses in environmental studies offered in other departments; these courses must be at the 200 level or above. The selective groups are:

Group I: Solid Earth Materials

- EaES 320–Mineralogy (4 hrs)
- EaES 422–Crystal Chemistry (3 hrs)
- EaES 430–Petrology (3 hrs)

Group II: Surface Environments and Processes

- EaES 350–Sedimentary Environments (3 hrs)
- EaES 470–Environmental Geomorphology (4 hrs)
- EaES 475–Hydrology/Hydrogeology (3 hrs)

Group III: Geochemistry and Geobiology

- EaES 360–Introduction to Paleontology (4 hrs)
- EaES 415–Environmental Geochemistry (4 hrs)
- EaES 416–Organic Geochemistry (3 hrs)
- EaES 418–Introduction to Biogeochemistry (3 hrs)
- EaES 466–Principles of Paleontology (3 hrs)

Group IV: Geophysical and Mathematical Methods

- EaES 440–Structural Geology and Tectonics (3 hrs)
- EaES 444–Geophysics (3 hrs)
- EaES 448–Plate Tectonics (3 hrs)
- EaES 480–Statistical Methods in the Earth and Environmental Sciences (3 hrs)
- EaES 484–Planetary Science (3 hrs)
- Summer course in field methods (4–6 hrs)

- 4) The collateral courses will include one year of calculus, one year of introductory chemistry, and one semester of introductory physics. Additionally, all majors will be required to take either a second semester of physics or one semester of biological science.
- 5) The collateral course requirement of “two courses in the area of environmental studies” will be dropped, and students will have the option of applying one approved course in the environmental studies from another department to the major as a selective.
- 6) Revision of the major will necessitate the renumbering of courses, changing course credit hours, and creating new courses. Prerequisites will be adjusted correspondingly.

#### Revised Courses

- a) EaES 101: Renamed from *Exploring the Earth's Surface* to *Global Environmental Change*; hours reduced from 5 credit hours to 4 credit hours by eliminating discussion section
- b) EaES 102: Renumbered from 102 to 111; renamed from *Exploring the Earth's Interior* to *Earth, Energy, and the Environment*; hours reduced from 5 credit hours to 4 credit hours by eliminating discussion section
- c) EaES 200: change in prerequisites to allow enrollment with instructor permission; will be required for all majors
- d) EaES 220: *Mineralogy*; renumbered to 320 – no longer required for all students; will be a selective
- e) EaES 285: Renamed from *Environmental Geology* to *Earth Systems*
- f) EaES 350: Renamed from *Principles of Sedimentology and Stratigraphy* to *Sedimentary Environments*; hours reduced from 4 credit hours to 3 credit hours
- g) EaES 390: *Current Topics in Earth and Environmental Sciences*; renumbered to 290. This course meets the Writing-in-the-Discipline requirement
- h) EaES 400: *Field Experience in Earth Sciences*, will no longer be required for the major. This course, or an equivalent course at an outside institution, subject to approval of the Director of Undergraduate Studies, can be applied to the major.
- i) EaES 415: *Environmental Geochemistry*; revised course description and major topics to reflect updated course content, revised type of course to indicate that course will be selective for the major, and revised course prerequisites.
- j) EaES 416: *Organic Geochemistry*; reduced from 4 credits hours to 3
- k) EaES 422: *Renamed from Crystal Chemistry of Rock-Forming Minerals to Crystal Chemistry*; 3 credit hours for undergraduates and 4 hours for graduate students
- l) EaES 430: *Igneous Petrology*; renamed to *Petrology*; reduced from 4 credit hours to 3 credit hours for undergraduates and 4 hours for graduate students
- m) EaES 440: *Structural Geology*: reduced from 4 credit hours to 3 undergraduate credit hours and 4 hours for graduate students
- n) EaES 444: *Geophysics*: reduced from 4 credit hours to 3 undergraduate credit hours and 4 hours for graduate students
- o) EaES 448: *Plate Tectonics*: reduced from 4 credit hours to 3 undergraduate credit hours and 4 hours for graduate students
- p) EaES 466: *Principles of Paleontology*; reduced from 4 credit hours to 3 credit hours
- q) EaES 470: Renamed from *Surficial Processes* to *Environmental Geomorphology*
- r) EaES 475: *Hydrology/Hydrogeology*; reduced from 4 credit hours to 3 credit hours for undergraduates and 4 hours for graduate students
- s) EaES 480: *Statistical Methods in Earth and Environmental Sciences*; reduced from 4 credit hours to 3 credit hours for undergraduates and 4 hours for graduate students

#### New Courses

- a) EaES 230: *Earth Materials* (4 hours) (will be a required core course)

- b) EaES 418: *Introduction to Biogeochemistry* (3 hours) (will be a selective course)
- c) EaES 484: *Planetary Science* (3 hours) (will be a selective course)

Dropped Courses

- a) EaES 107: *The Changing Earth* (5 hours)
- b) EaES 310: *Introduction to Geochemistry* (4 hours)
- c) EaES 330: *Introduction to Petrology* (4 hours)

- 7) The total number of hours required for the major will increase from 38 to 39; however, the total number of hours required for the degree remains the same at 120.

**Justification:**

The Department of Earth and Environmental Sciences is proposing substantial changes to the major. The current division of the major into two concentrations has proven cumbersome and confusing to both students and faculty, has lacked a satisfactory intellectual core, and poorly reflects current faculty specializations. There has also been a lack of adequate “bridge” courses between the introductory and advanced courses.

- 1) The main change we are proposing is a revision of the EaES major to eliminate the two current concentrations in Earth Science and Environmental Earth Sciences in favor of a single comprehensive curriculum. The revised major has a significantly strengthened common core and a more structured specification of advanced course requirements, organized into sets of selectives. This will ensure a more uniform common experience for our majors, while still allowing considerable flexibility for pursuing individual interests. The simplification should also help students complete their major on time. The new major is designed to provide undergraduate students the necessary training and skills to pursue either employment or graduate studies after graduation.
- 2) The current specification of collateral courses is one year each of chemistry and calculus and one semester of physics for both concentrations. A second semester of physics is required for the Earth Sciences concentration, whereas the Environmental Earth Sciences concentration requires “two courses in the area of environmental studies.” The latter was intended to provide students an opportunity to take relevant courses offered by other departments. Unfortunately, this has been hampered by a lack of relevant courses that do not require significant prerequisites. In addition, students interested in areas of earth and environmental sciences with a strong biology component (e.g., paleontology, biogeochemistry) lack sufficient background in biology. A single semester of physics is also inadequate for students interested in subdisciplines such as geophysics, hydrology, and planetary geology. We will now require either a second semester of physics or an introductory course in biology. Students who want to take a course in environmental studies offered by other departments will have the option of substituting one of these for a selective course, drawing from a list maintained by the Director of Undergraduate Studies.
- 3) The renaming of 101, 102, 350, 422 and 470 will better reflect their content. Renumbering 102 to 111 ameliorates the impression that it must be taken in sequence with 101.
- 4) The current 390 “Writing-in-the-Discipline” course tends to be taken by students later in their program. By renumbering it to 290, we hope to encourage students to take the course as early as possible in order to prepare them for the significant writing requirements of the more advanced courses.
- 6) A major issue for our students has been a lack of courses at the 200-level that can serve as a transition between the 100-level introductory courses, that are primarily aimed at non-majors, and upper-level courses that also need to serve graduate students. For this reason, EaES 285 (*Environmental Geology*) will be renamed to *Earth Systems* and refocused to examine processes acting on (and in) the Earth, whereas a new course (EaES 230: *Earth Materials*) will survey the numerous materials (solid earth,

atmosphere, ocean, life) that comprise the planet. Reducing the number of hours in the 100-level courses allows us to add the new course.

- 7) Many courses that were originally offered as 4 credit hour courses under the quarter system became 4 credit hours under the semester system. Since the total number of required credit hours dropped in the transition from quarters to semesters, this has led to a significant decrease in the number of courses taken by a student and a subsequent loss in both curricular flexibility and breadth. Where possible, we want to reduce to 3 credit hours the number of hours awarded by 300- and 400-level undergraduate courses. Because nearly all of our 400-level courses are also taken by graduate students, many of these courses will award differential credit, with graduate students being required to do additional work to receive 4 credits.
- 8) New courses in biogeochemistry (EaES 418) and planetary geology (EaES 484) reflect new faculty specializations.
- 9) Eliminating EaES 310 (*Introduction to Geochemistry*) and EaES 330 (*Introduction to Petrology*) removes duplication with the new EaES 230 (*Earth Materials*) course and more advanced courses in geochemistry and petrology. EaES 107 (*The Changing Earth*) has not been offered in some time and department has no plans to offer the course in the future.
- 10) EaES 400 (*Field Experience in Earth Sciences*) is an intensive, six-credit hour summer field course in geology and had been required for the Earth Sciences Concentration. It provided invaluable training for students who want to study more geologically oriented areas of earth and environmental sciences and is a requirement of many graduate schools in those disciplines. It is not cost effective for our department to offer this course and we have not done so for many years. We have instead allowed interested students to receive credit for such courses offered by other institutions. This revision formalizes this policy. In addition, we will also now accept approved intensive summer field courses in environmental methods. We will revise this course to become variable credit field course to be used as an elective or selective, depending on content and credit.
- 11) Currently, only students in Environmental Earth Sciences, who comprise the majority of our majors, are required to take EaES 200: *Fieldwork in Missouri*. However, it has also been taken by all students in the Earth Sciences concentration as an elective. This course is a necessary introduction to field methods used in our discipline. This change makes the course required for all students.
- 12) A model plan is attached to demonstrate that students entering with a declared major in EaES will be able to complete their degree in four years.

**Minority Impact Statement:** The proposed changes will not negatively impact minority students.

**Budgetary and Staff Implications:** There will be no additional budgetary implications since the number of courses taught each semester will remain unchanged. There will also be no impact on departments teaching collateral courses.

**Library Resource Implications:** No additional library support is required.

**Space Implications:** None

**Unit (e.g. department) approval date:** February 11, 2009

**College (educational policy committee, faculty) approval dates:** LAS EPC on April 27, 2009; LAS Faculty on September 21, 2009

**Contact Person:** Roy E. Plotnick, Director of Undergraduate Studies

**Proposed Effective Date:** Fall 2010

*Current*

**BS with a Major in Earth and Environmental Sciences**

Students majoring in Earth and Environmental Sciences choose a concentration in Earth Sciences or Environmental Earth Sciences.

***Degree Requirements—Both Concentrations***

***Core Courses***

<b>Courses</b>	<b>Hours</b>
EAES 101—Exploring the Earth’s Surface <sup>a</sup>	5
EAES 102—Exploring the Earth’s Interior <sup>a</sup>	5
EAES 220—Mineralogy	4
EAES 390—Current Topics in Earth and Environmental Sciences <sup>b</sup>	2
<b>Total Hours—Core Courses</b>	<b>16</b>

<sup>a</sup> This course is approved for the Analyzing the Natural World General Education category.

<sup>b</sup> EAES 390 fulfills the Writing-in-the-Discipline requirement.

***Degree Requirements—Earth Sciences Concentration***

To earn a Bachelor of Science in Liberal Arts and Sciences degree from UIC, students need to complete University, college, and department degree requirements. The Department of Earth and Environmental Sciences degree requirements are outlined below. Students should consult the *College of Liberal Arts and Sciences* section for additional degree requirements and college academic policies.

<b>BS with a Major in Earth and Environmental Sciences Degree Requirements—Earth Sciences Concentration</b>	<b>Hours</b>
Required Prerequisite and Collateral Courses	28–30
Core Courses	16
Concentration Requirements	22
General Education and Electives to reach minimum total hours	52–54
<b>Minimum Total Hours—BS with a Major in Earth and Environmental Sciences—Earth Sciences Concentration</b>	<b>120</b>

***General Education***

See *General Education and Writing-in-the-Discipline* in the *College of Liberal Arts and Sciences* section for information on meeting these requirements. Students should consult the course lists below and their advisers to determine which courses are counted toward the General Education and Writing-in-the-Discipline requirements.

*Proposed*

**BS with a Major in Earth and Environmental Sciences**

Delete

Delete

***Degree Requirements***

Same

<b>BS with a Major in Earth and Environmental Sciences Degree Requirements</b>	<b>Hours</b>
Required Prerequisite and Collateral Courses	28–30
Core Courses	20
Selective Courses	19
General Education and Electives to reach minimum total hours	51–53
<b>Minimum Total Hours—BS with a Major in Earth and Environmental Sciences</b>	<b>120</b>

***General Education***

Same

## Current

### Required Prerequisite and Collateral Courses— Earth Sciences Concentration

Courses	Hours
<b>One of the following sequences in general physics:</b>	
PHYS 105—Introductory Physics I—Lecture (4) <sup>ab</sup>	8–10
PHYS 106—Introductory Physics I—Laboratory (1) <sup>ab</sup>	
PHYS 107—Introductory Physics II—Lecture (4) <sup>ab</sup>	
PHYS 108—Introductory Physics II—Laboratory (1) <sup>ab</sup>	
<b>OR</b>	
PHYS 141—General Physics I (Mechanics) (4)	
PHYS 142—General Physics II (Electricity and Magnetism) (4)	
CHEM 112—General College Chemistry I <sup>a</sup>	5
CHEM 114—General College Chemistry II <sup>a</sup>	5
MATH 180—Calculus I <sup>ac</sup>	5
MATH 181—Calculus II <sup>a</sup>	5
<b>Total Hours—Required Prerequisite and Collateral Courses</b>	<b>28–30</b>

<sup>a</sup> This course is approved for the Analyzing the Natural World General Education category.

<sup>b</sup> Each of the following pairs will be considered one course in meeting the LAS General Education requirements: PHYS 105/PHYS 106 and PHYS 107/PHYS 108.

<sup>c</sup> MATH 180 fulfills the LAS Quantitative Reasoning requirement.

### Core Courses

See Core Courses under heading Degree Requirements—Both Concentrations.

## Proposed

### Required Prerequisite and Collateral Courses

Courses	Hours
<b>One of the following options in general physics:</b>	
PHYS 105—Introductory Physics I—Lecture (4) <sup>ab</sup>	4–5
PHYS 106—Introductory Physics I—Laboratory (1) <sup>ab</sup>	
<b>OR</b>	
PHYS 141—General Physics I (Mechanics) (4) <sup>a</sup>	
CHEM 112—General College Chemistry I <sup>a</sup>	5
MATH 180—Calculus I <sup>ac</sup>	5
MATH 181—Calculus II <sup>a</sup>	5
<b>One of following courses</b>	
CHEM 114—General College Chemistry II (5) <sup>a</sup>	5
CHEM 130—Survey of Organic and Biochemistry (5) <sup>a</sup>	5
<b>One of the following options in general physics or biology</b>	
PHYS 107—Introductory Physics II—Lecture (4) <sup>ab</sup>	4–5
PHYS 108—Introductory Physics II—Laboratory (1) <sup>ab</sup>	
<b>OR</b>	
PHYS 142—General Physics II (Electricity and Magnetism) (4) <sup>a</sup>	
<b>OR</b>	
BIOS 100—Biology of Cells and Organisms <sup>a</sup> (5)	
<b>OR</b>	
BIOS 101—Biology of Populations and Communities <sup>a</sup> (5)	
<b>Total Hours—Required Prerequisite and Collateral Courses</b>	<b>28–30</b>

<sup>a</sup> This course is approved for the Analyzing the Natural World General Education category.

<sup>b</sup> Each of the following pairs will be considered one course in meeting the LAS General Education requirements: PHYS 105/PHYS 106 and PHYS 107/PHYS 108.

<sup>c</sup> MATH 180 fulfills the LAS Quantitative Reasoning requirement.

### Core Courses

Courses	Hours
EAES 101—Global Environmental Change <sup>a</sup>	4
EAES 111—Earth, Energy, and the Environment	4
EAES 200—Field Work in Missouri <sup>a</sup>	2
EAES 230—Earth Materials	4
EAES 285 – Earth Systems	4
EAES 290—Current Topics in Earth and Environmental Sciences <sup>b</sup>	2
<b>Total Hours—Core Courses</b>	<b>20</b>

<sup>a</sup> This course is approved for the Analyzing the Natural World General Education category.

<sup>b</sup> EAES 290 fulfills the Writing-in-the-Discipline requirement

*Current*

**Earth Sciences Concentration Requirements**

<b>Courses</b>	<b>Hours</b>
<b>Twelve hours of the following:</b>	12
EAES 310—Introduction to Geochemistry (4)	
EAES 330—Introduction to Petrology (4)	
EAES 350—Principles of Sedimentology and Stratigraphy (4)	
EAES 360—Introduction to Paleontology (4)	
EAES 400—Field Experience in Earth Sciences	6
EAES 440—Structural Geology and Tectonics	4
<b>Total Hours—Concentration Requirements</b>	<b>22</b>

**Degree Requirements—Environmental Earth Sciences Concentration**

To earn a Bachelor of Science in Liberal Arts and Sciences degree from UIC, students need to complete University, college, and department degree requirements. The Department of Earth and Environmental Sciences degree requirements are outlined below. Students should consult the College of Liberal Arts and Sciences section for additional degree requirements and college academic policies.

**BS with a Major in Earth and Environmental Sciences Degree Requirements—Environmental Earth Sciences Concentration**

<b>Hours</b>	
Required Prerequisite and Collateral Courses	29–31
Core Courses	16
Concentration Requirements	22
General Education and Electives	
to reach minimum total hours	51–53
<b>Minimum Total Hours—BS with a Major in Earth and Environmental Sciences—Environmental Earth Sciences Concentration</b>	<b>120</b>

*Proposed*

**Delete**

**Selective Courses**

At least nineteen hours, with at least one course from each of the following groups. One course can be chosen instead, with permission of the Director of Undergraduate Studies, from an approved list of courses in environmental studies offered in other departments; these courses must be at the 200 level or above.

<b>Courses</b>	<b>Hours</b>
Group I Solid Earth Materials	3-10
EaES 320 - Mineralogy (4)	
EaES 422 - Crystal Chemistry (3)	
EaES 430 - Petrology (3)	
Group II Surface Environments and Processes	3-10
EaES 350 – Sedimentary Environments (3)	
EaES 470 – Environmental Geomorphology (4)	
EaES 475 - Hydrology/Hydrogeology (3)	
Group III Geochemistry and Geobiology	3-10
EaES 360 - Introduction to Paleontology (4)	
EaES 415 - Environmental Geochemistry (4)	
EaES 416 – Organic Geochemistry (3)	
EaES 418– Introduction to Biogeochemistry (3)	
EaES 466 - Principles of Paleontology (3)	
Group IV Geophysical and Mathematical Methods	3-10
EaES 440 - Structural Geology and Tectonics (3)	
EaES 444 – Geophysics (3)	
EaES 448 - Plate Tectonics (3)	
EaES 480 - Statistical Methods in EaES (3)	
EaES 484 - Planetary Science (3)	
Approved summer course in geological or environmental field methods (4–6)	
<b>Total Hours – Selective Courses</b>	<b>19</b>

**Delete**

*Current*

*Proposed*

**General Education**

See *General Education and Writing-in-the-Discipline* in the *College of Liberal Arts and Sciences* section for information on meeting these requirements. Students should consult the course lists below and their advisers to determine which courses are counted toward the General Education and Writing-in-the-Discipline requirements.

**Delete**

**Required Prerequisite and Collateral Courses—  
Environmental Earth Sciences Concentration**

<b>Courses</b>	<b>Hours</b>
<b>One of the following options in general physics:</b>	4–5
PHYS 105—Introductory Physics I—Lecture (4) <sup>ab</sup>	
PHYS 106—Introductory Physics I—Laboratory (1) <sup>ab</sup>	
<b>OR</b>	
PHYS 141—General Physics I (Mechanics) (4)	
CHEM 112—General College Chemistry I <sup>a5</sup>	
<b>One of following courses</b>	5
CHEM 114—General College Chemistry II <sup>a</sup> (5)	
CHEM 130—Survey of Organic and Biochemistry (5) <sup>a</sup>	
MATH 180—Calculus I <sup>ac</sup>	5
MATH 181—Calculus IIa	5
Two courses in the area of environmental studies, chosen in consultation with the department undergraduate adviser	5–6
<b>Total Hours—Required Prerequisite and Collateral Courses</b>	<b>29–31</b>

<sup>a</sup> This course is approved for the *Analyzing the Natural World* General Education category.

<sup>b</sup> Each of the following pairs will be considered one course in meeting the LAS General Education requirements: PHYS 105/PHYS 106 and PHYS 107/PHYS 108.

<sup>c</sup> MATH 180 fulfills the LAS Quantitative Reasoning requirement.

**Core Courses**

See *Core Courses* under heading *Degree Requirements—Both Concentrations*.

**Environmental Earth Sciences Concentration  
Requirements**

<b>Courses</b>	<b>Hours</b>
EAES 200—Field Work in Missouri <sup>a</sup>	2
EAES 285—Environmental Geology	4
EAES 310—Introduction to Geochemistry	4
EAES 475—Hydrology/Hydrogeology	4
<b>Eight hours from the following</b>	8
EAES 350—Principles of Sedimentology and Stratigraphy (4)	
EAES 440—Structural Geology and Tectonics (4)	
EAES 470—Surficial Processes (4)	
EAES 480—Statistical Methods in Earth and Environmental Sciences (4)	
<b>Total Hours—Concentration Requirements</b>	<b>22</b>

<sup>a</sup> This course is approved for the *Analyzing the Natural World* General Education category.

## Four-Year Model Plan of Study for a Major in Earth and Environmental Science

First Year			
Fall Semester		Spring Semester	
Engl 160	3 hours	Engl 161	3 hours
Chem 112	5 hours	Chem 114	5 hours
EaES 101	4 hours	EaES 111	4 hours
Foreign Language or General Education	3-4 hours	Foreign Language or General Education	3-4 hours
<b>Total</b>	<b>15-16 hours</b>	<b>Total</b>	<b>15-16 hours</b>
Second Year			
Fall Semester		Spring Semester	
EaES 230	4 hours	Physics 141	4 hours
Math 180	5 hours	Math 181	5 hours
Foreign Language or General Education	3-4 hours	Foreign Language or General Education	3-4 hours
EaES 290	2 hours	EaES 200	2 hours
<b>Total</b>	<b>14-15 hours</b>	<b>Total</b>	<b>14-15 hours</b>
Third Year			
Fall Semester		Spring Semester	
EaES 320	4 hours	EaES 415	4 hours
EaES 285	4 hours	EaES 430	3 hours
Physics 142	4 hours	EaES Elective	3 hours
Foreign Language or General Education	3-4 hours	Foreign Language or General Education	6-7 hours
<b>Total</b>	<b>15-16 hours</b>	<b>Total</b>	<b>16 -17 hours</b>
Fourth Year			
Fall Semester		Spring Semester	
EaES 470	3 hours	EaES 475	4 hours
EaES electives	6 hours	EaES 440	3 hours
Foreign Language or General Education	3-4 hours	EaES Electives	6 hours
Elective	3 hours	Foreign Language or General Education	3-4 hours
<b>Total</b>	<b>15-16 hours</b>	<b>Total</b>	<b>16-17 hours</b>

# Revision of the Major in EAES Courses

## New Courses

**EaES 230 Earth Materials** (4 hrs). Introduction to physical and chemical properties of earth materials, as well as their distribution, through lectures and laboratory exercises. *Prerequisite(s): Grade of B or better in EAES 101 and EAES 111 or consent of the instructor.*

**EaES 418 Introduction to Biogeochemistry** (3 hrs). Exploration of the interaction of the biosphere, geosphere, and atmosphere on Earth, with focus on biogeochemical cycles and the methods used to study them. Examination of the conditions on Early Earth, the changes brought by the introduction of life. *Prerequisite(s): CHEM 112 and CHEM 114; and EaES 230 or EaES 285 or EAES 111; or consent of the instructor. Recommended background: BIOS 100 or BIOS 101.*

**EaES 484 Planetary Science** (3 hrs). Will explore how geologic processes are expressed on bodies in our solar system other than the Earth. *Prerequisite(s): EaES 230 and 285; or consent of instructor.*

## Revised Courses

**EaES 101 Global Environmental Change** (4 hrs). Natural and anthropogenic controls on the structure and evolution of the earth's surface environment. Interactions among the earth's solid surface, hydrosphere, atmosphere, and biosphere and human impacts on these processes.

**EaES 111 (changed from 102) Earth, Energy, and the Environment** (4 hrs). Nature and evolution of Earth from the scale of minerals and rocks to tectonic plates. Earthquakes and volcanoes, their hazards and effects on humans. Natural resources, sources of energy, and their environmental impacts.

**EaES 200 Fieldwork in Missouri** (2 hrs). Field observations in the St. Francois Mountains and vicinity, southeast Missouri. Three two-hour meetings and one-week field trip during the spring vacation. Credit is given upon completion of assignments that include a satisfactory written report. *Prerequisite(s): Grade of B or better or concurrent registration in EAES 101 and Grade of B or better or concurrent registration in EAES 111 or consent of instructor. Registration may be limited if student is not majoring in Earth and Environmental Sciences.*

**EaES 285 Earth Systems** (4 hrs). Earth systems and global change; global processes, greenhouse gases and global warming; geologic hazards; energy and the environment; human impact on the physical environment; geology of waste management. Field trip required at a nominal fee. *Prerequisite(s): EAES 101 and 111; or consent of the instructor.*

**EaES 290 (changed from 390) Current Topics in Earth and Environmental Sciences** (2 hrs). Seminar on current issues in earth and environmental sciences. Introduction to reading, interpretation, and writing of scientific papers. Previously listed as EaES 390. *Prerequisite(s): Completion of at least one 100-level course in earth and environmental sciences.*

**EaES 320 (changed from 220) Mineralogy** (4 hrs). Structure, composition, occurrence, and identification of minerals and materials. Introduction to crystallography, optical mineralogy, crystal chemistry and X-ray diffraction. Applications to earth and environmental sciences. *Prerequisite(s): EaES 111; and credit or concurrent registration in Chem 112.*

**EaES 350 Sedimentary Environments** (3 hrs). Characterization of sediments and sedimentary rocks, sediment transport, deposition and sedimentary structures, depositional environments. Stratigraphic principles, introductory sequence stratigraphy. Applied sedimentary geology. *Prerequisite(s): EAES 230 and 320; or consent of the instructor.*

**EaES 400 Field Experience in Earth Sciences** (1 to 6 hrs) Training in and application of field methods (geological, geochemical, and geophysical) to solution of problems in earth and environmental sciences. Field trips required at a nominal fee. Field work required. May be repeated for a maximum of 6 hours of credit. *Prerequisite: Consent of the instructor.*

**EaES 415 Environmental Geochemistry** (4 hrs). Origin and distribution of elements in the earth. Thermodynamics and kinetics of mineral-solution reactions. Behavior of stable and radioisotopes in geochemical processes. *Prerequisite(s): EAES 230 and EAES 285; and CHEM 114; or consent of the instructor.*

**EaES 416 Organic Geochemistry** (3 hrs). Global carbon cycle, chemical composition of biogenic matter, sedimentology and diagenesis of organic matter, molecular fossils, geopolymers, fossil fuels, anthropogenic organic compounds, carbon isotope geochemistry. *Prerequisite(s): Chem 114 (General College Chemistry II) or Chem 130 (Survey of Organic and Biochemistry), and EaES 230 or 320; or consent of the instructor.*

**EaES 422 Crystal Chemistry** (3 undergraduate hours; 4 graduate hours). The crystal chemistry, chemistry, phase equilibria, and properties of materials and minerals. *Prerequisite(s): EAES 320; or consent of the instructor.*

**EaES 430 Petrology** (3 undergraduate hours; 4 graduate hours). Igneous and metamorphic rock composition, classification, rock-forming processes. Description and interpretation of thin-sections. *Prerequisite(s): Chem 114 (General College Chemistry II) and EaES 320 (Mineralogy) or consent of the instructor.*

**EaES 440 Structural Geology and Tectonics** (3 undergraduate hours; 4 graduate hours). Elementary stress and strain relations; folds, fabrics and faults; deformation mechanisms; basic plate tectonic concepts with regional geological examples. Required weekend field trip at a nominal fee. *Prerequisite(s): EAES 111; or consent of the instructor.*

**EaES 444 Geophysics** (3 undergraduate hours; 4 graduate hours). Introduction to basic principles of geophysics applicable for environmental problems and the solid earth including magnetics, electric, seismic, gravity, geophysical well logging, radioactivity and heat flow. *Prerequisite(s) EAES 111; or consent of the instructor.*

**EaES 448 Plate Tectonics** (3 undergraduate hours; 4 graduate hours). Basic concepts and recent developments including plate kinematics, marine magnetism and paleomagnetism, evolution of oceanic lithosphere, subduction zones and passive margins. *Prerequisite(s): EAES 111; or consent of the instructor. Recommended background: Completion of introductory courses in physics and calculus.*

**EaES 466 Principles of Paleontology** (3 hrs). Theory and methods of evolutionary paleobiology; includes paleoecology, functional morphology, and major features of organic evolution. Same as BIOS 466. *Prerequisite(s): EaES 360 (Introduction to Paleontology) or consent of the instructor.*

**EaES 470 Environmental Geomorphology** (4 hrs). Quantitative analysis of the mechanics, rates, and distribution of physical processes that modify Earth's and other planets' surfaces. Introduction to field, theoretical, and modeling approaches. *Prerequisite(s): EaES 230 or 285; and Math 181 (Calculus II); or consent of the instructor.*

**EaES 475 Hydrology/Hydrogeology** (3 undergraduate hours; 4 graduate hours). The occurrence, storage, movement, and quality of water above, on and below the Earth's surface. Topics progress through atmospheric water vapor processes, Earth surface hydrology, and groundwater hydrology. *Prerequisite(s): EAES 101; and MATH 181; or consent of the instructor.*

**EaES 480. Statistical Methods in Earth and Environmental Sciences** (3 undergraduate hours; 4 graduate hours). Techniques of probability and data analysis as applied to problems in environmental sciences. Sampling, statistical inference, descriptive statistics, multivariate methods, time series analysis. *Prerequisite(s): Completion of at least one 200- or 300- level course in earth and environmental sciences; or consent of the instructor.*

## **Dropped Courses**

**EaES 107 The Changing Earth** (5 hrs). Introduction to the earth sciences and the development of the modern environment, using Illinois and, specifically, the Chicago Metropolitan Region to illustrate this relationship. Lecture, laboratory, & discussion.

**EaES 310 Introduction to Geochemistry** (4hrs). Principles of geochemical reactions. Chemical Evolution of the earth's crust, hydrosphere, and atmosphere. Biogeochemical evolution. Implications for global change. *Prerequisite(s): EaES 220 (Mineralogy) or consent of the instructor.*

**EaES 330: Introduction to Petrology** (4 hrs). Igneous and metamorphic rock composition, classification, rock-forming processes. Description and interpretation of thin-sections. *Prerequisite(s): EaES 220 (Mineralogy).*

**Title:** Revision of B.S. in Electrical Engineering and B.S. in Computer Engineering

**Sponsor:** Department of Electrical and Computer Engineering,  
College of Engineering

**Description:**

The Department of Electrical and Computer Engineering proposes the following change to the B.S degrees in Electrical Engineering and Computer Engineering:

Add the following 0 credit hour course to the required courses:

- a. ECE 499: Professional Development Seminar – B.S. in Electrical Engineering
- b. ECE 499: Professional Development Seminar – B.S. in Computer Engineering

The course will meet up to four times in the student’s final semester and seeks to provide orientation to the resources available to Electrical and Computer Engineering Alumni, including career placement services and to provide graduating students with information on the engineering workplace.

Total hours required for the Bachelor of Science in Electrical Engineering and the Bachelor of Science in Computer Engineering degrees remains the same at 128.

**Justification:**

This course was recommended by the ABET Assessment team after its visit to UIC in October 2008. Currently, there are no courses in the BS programs that relay the critical information outlined above to graduating students. Further, a structured process is necessary to routinely collect program assessment information. This seminar is intended to provide the following benefits to both the students and department:

- Help ensure students have mastered their field of study
- Help the department determine and correct program weaknesses

**Catalog Statement:** See attached

**Minority Impact Statement:** None

**Budgetary and Staff Implications:** None

**Library Resource Implications:** None

**Space Implications:** None

**Unit approval Date:** Dec 1, 2008

**College Approval Date:** March 11, 2009

**Contact Person:** Roland Priemer, priemer@ece.uic.edu

**Proposed Effective Date:** Spring 2010

**Catalog Statement:**

<b>Present:</b>		<b>Proposed:</b>
BS in Electrical Engineering		Same.
<b>BS in Electrical Engineering Degree Requirements</b>	<b>Hours</b>	
Nonengineering and General Education Requirements	50	
Required in the College of Engineering	55	
Technical Electives	17	
Additional Mathematics Requirement	3	
Electives outside the Major Rubric	3	
<b>Total Hours—BS in Electrical Engineering</b>	<b>128</b>	
Nonengineering and General Education Requirements		
<b>Courses</b>	<b>Hours</b>	
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3	
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3	
Exploring World Cultures coursea	3	
Understanding the Creative Arts coursea	3	
Understanding the Past coursea	3	
Understanding the Individual and Society coursea	3	
Understanding U.S. Society coursea	3	

MATH 180—Calculus Ib	5	
MATH 181—Calculus IIb	5	
MATH 210—Calculus IIIb	3	
MATH 220—Introduction to Differential Equations I	3	
PHYS 141—General Physics I (Mechanics)b	4	
PHYS 142 —General Physics II (Electricity and Magnetism)b	4	
CHEM 112—General College Chemistry Ib	5	
<b>Total Hours—Nonengineering and General Education Requirements</b>	<b>50</b>	
<p>a Students should consult the General Education section of the catalog for a list of approved courses in this category.  b This course is approved for the Analyzing the Natural World General Education category.</p>		
Required in the College of Engineering		
<b>Courses</b>		<b>Hours</b>
<b>Electrical Engineering Core Courses</b>		
ENGR 100—Orientationa		0a
<b><i>One of the following courses:</i></b>		<b>3</b>
CHE 201—Introduction to Thermodynamics (3)		
ME 205—Introduction to Thermodynamics (3)		
CS 107—Introduction to Computing and Programming		4

ECE 115—Introduction to Electrical and Computer Engineering	4	
ECE 225—Circuit Analysis	4	
ECE 265—Introduction to Logic Design	4	
ECE 267—Computer Organization I	3	
ECE 310—Discrete and Continuous Signals and Systems	3	
ECE 322—Communication Electromagnetics	3	
ECE 340—Electronics I	4	
ECE 341—Probability and Random Process for Engineers	3	
ECE 346—Solid-State Device Theory	4	
ECE 396—Senior Design I	2	
ECE 397—Senior Design II	2	
<b>Electrical Engineering Advanced Core Courses</b>		
<i>Three of the following courses, each with a laboratory:</i>	12	
ECE 311—Communication Engineering (4)		
ECE 317—Digital Signal Processing I (4)		
ECE 342—Electronics II (4)		
ECE 350—Principles of Automatic Control (4)		
ECE 367—Microprocessor-Based Design (4)		
		ECE 499 – Professional Development Seminar (ADD) 0

ECE 424—RF and Microwave-Guided Propagation (4)	
<i>Total Hours—Required in the College of Engineering</i>	55
a ENGR 100 is a one-semester-hour course, but the hour does not count toward the total hours required for graduation	
Technical Electives	
<b>Courses</b>	<b>Hours</b>
<i>Seventeen hours chosen from the following list. Those courses not used to meet the advanced electrical engineering core requirement can be used as technical electives.</i>	
<i>However, no more than a total of two courses below the 400-level may be used to meet the technical elective requirement. Also, no more than one course from outside of the Electrical and Computer Engineering Department may be used to meet the technical electives requirement.</i>	17
PHYS 244—General Physics III (Modern Physics) (3)	
CS 385—Operating Systems Concepts and Design (4)a	
ECE 333—Computer Communication Networks I (4)	
ECE 347—Integrated Circuit Engineering (3)	
ECE 366—Computer Organization II (4)	
ECE 368—CAD-Based Digital Design (4)	

<p>ECE 401—Quasi-static Electric and Magnetic Fields (3)</p> <p>ECE 407—Pattern Recognition I (3)</p> <p>ECE 410—Network Analysis (3)</p> <p>ECE 412—Introduction to Filter Synthesis (3)</p> <p>ECE 415—Image Analysis and Computer Vision I (3)</p> <p>ECE 417—Digital Signal Processing II (4)</p> <p>ECE 418—Statistical Digital Signal Processing (3)</p> <p>ECE 421— Introduction to Antennas and Wireless Propagation (3)</p> <p>ECE 423—Electromagnetic Compatibility (3)</p> <p>ECE 427—Modern Linear Optics (3)</p> <p>ECE 431—Analog Communication Circuits (4)</p> <p>ECE 432—Digital Communications (3)</p> <p>ECE 434—Multimedia Systems (3)</p> <p>ECE 436—Computer Communication Networks II (3)</p> <p>ECE 437—Wireless Communications (3)</p>	
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ECE 442—Power Semiconductor Devices and Integrated Circuits (4)	
ECE 445—Analysis and Design of Power Electronic Circuits (4)	
ECE 448—Transistors (3)	
ECE 449—Microdevices and Micromachining Technology (4)	
ECE 451—Control Engineering (3)	
ECE 452—Robotics: Algorithms and Control (3)	
ECE 458—Electromechanical Energy Conversion (3)	
ECE 465—Digital Systems Design (3)	
ECE 466—Computer Architecture (3)	
ECE 467—Introduction to VLSI Design (4)	
ECE 468—Analog and Mixed-Signal VLSI Design (4)	
ECE 469—Computer Systems Design (3)	
MCS 425—Coding and Cryptography (3)	
<b>Total Hours—Technical Electives</b>	<b>17</b>

Engineering majors, provided they satisfy the prerequisites for this course, which are not otherwise required in this program.	
Additional Mathematics Requirement	
<b>Courses</b>	<b>Hours</b>
<i>One of the following courses:</i>	3
MATH 310—Applied Linear Algebra (3)	
MATH 410—Advanced Calculus I (3)	
MATH 417—Complex Analysis with Applications (3)	
MCS 471—Numerical Analysis (3)	
MATH 481—Applied Partial Differential Equations (3)	
<b>Total Hours—Additional Mathematics Requirement</b>	<b>3</b>
Electives outside the Major Rubric	
<b>Courses</b>	<b>Hours</b>
Three hours from outside the ECE rubric	3
<b>Total Hours—Electives outside the Major Rubric</b>	<b>3</b>
Students preparing for the Fundamentals of Engineering Examination, which leads to becoming a Licensed Professional Engineer, are advised to use these hours to take CME 201—Statics and one course from the following courses: CME 203—Strength of Materials, CME 260—Properties of Materials, or ME 211—Fluid Mechanics I.	
<b>Sample Course Schedule— Electrical Engineering</b>	
Freshman Year	

<b>First Semester</b>	<b>Hours</b>
MATH 180—Calculus I	5
CHEM 112—General College Chemistry I	5
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3
ECE 115—Introduction to Electrical and Computer Engineering	4
ENGR 100—Orientationa	0a
<b>Total Hours</b>	<b>17</b>
a ENGR 100 is one-semester-hour course, but does not count toward the total hours required for graduation.	
<b>Second Semester</b>	<b>Hours</b>
MATH 181—Calculus II	5
PHYS 141—General Physics I (Mechanics)	4
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3
CS 107—Introduction to Computing and Programming	4
<b>Total Hours</b>	<b>16</b>
Sophomore Year	
<b>First Semester</b>	<b>Hours</b>
MATH 210—Calculus III	3

PHYS 142—General Physics II (Electricity and Magnetism)	4
ECE 265—Introduction to Logic Design	4
General Education Core courses	6
<b>Total Hours</b>	<b>17</b>
<b>Second Semester</b>	<b>Hours</b>
MATH 220—Introduction to Differential Equations	3
CHE 201—Introduction to Thermodynamics <i>OR</i>	3
ME 205—Introduction to Thermodynamics	
ECE 267—Computer Organization I	3
General Education Core courses	6
<b>Total Hours</b>	<b>15</b>
Junior Year	
<b>First Semester</b>	<b>Hours</b>
ECE 225—Circuit Analysis	4
ECE 310—Discrete and Continuous Signals and Systems	3
ECE 346—Solid State Device Theory	4
General Education Core course	3
Additional Mathematics course	3

<b>Total Hours</b>	<b>17</b>	
<b>Second Semester</b>	<b>Hours</b>	
ECE 322—Communication Electromagnetics	3	
ECE 341—Probability and Random Processes for Engineers	3	
ECE 340—Electronics I	4	
Advanced EE Core Elective	4	
Elective outside the Major Rubric	3	
<b>Total Hours</b>	<b>17</b>	
Senior Year		
<b>First Semester</b>	<b>Hours</b>	
ECE 396—Senior Design I	2	
Advanced EE Core electives	8	
Technical Electives	5	
<b>Total Hours</b>	<b>15</b>	
<b>Second Semester</b>	<b>Hours</b>	
ECE 397—Senior Design II	2	
Technical Electives	13	
<b>Total Hours</b>	<b>15</b>	ECE 499 – Professional Development Seminar (ADD) 0

<b>Present:</b>		<b>Proposed</b>
BS in Computer Engineering		Same.
BS in Computer Engineering		
<b>Degree Requirements</b>	<b>Hours</b>	
Nonengineering and General Education Requirements	50	
Required in the College of Engineering	58–59	
Technical Electives	14	
Additional Mathematics Requirement	3	
Electives outside the Major Rubric	3	
<b>Total Hours—BS in Computer Engineering</b>	<b>128</b>	
Nonengineering and General Education Requirements		
<b>Courses</b>	<b>Hours</b>	
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3	
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3	
Exploring World Cultures coursea	3	
Understanding the Creative Arts coursea	3	
Understanding the Past coursea	3	
Understanding the Individual and Society coursea	3	

Understanding U.S. Society course <sup>a</sup>	3	
MATH 180—Calculus Ib	5	
MATH 181—Calculus IIb	5	
MATH 210—Calculus IIIb	3	
MATH 220—Introduction to Differential Equations I	3	
PHYS 141—General Physics I (Mechanics) <sup>b</sup>	4	
PHYS 142—General Physics II (Electricity and Magnetism) <sup>b</sup>	4	
CHEM 112—General College Chemistry Ib	5	
<b>Total Hours—Nonengineering and General Education Requirements</b>	<b>50</b>	
<p>a Students should consult the General Education section of the catalog for a list of approved courses in this category.  b This course is approved for the Analyzing the Natural World General Education category.</p>		
Required in the College of Engineering		
<b>Courses</b>		<b>Hours</b>
<b>Computer Engineering Core Courses</b>		
ENGR 100—Orientation <sup>a</sup>		0a
<b><i>One of the following courses:</i></b>		<b>3</b>
CHE 201—Introduction to Thermodynamics (3)		
ME 205—Introduction to Thermodynamics (3)		

CS 107—Introduction to Computing and Programming	4	
CS 201—Data Structures and Discrete Mathematics I	4	
ECE 115—Introduction to Electrical and Computer Engineering	4	
ECE 225—Circuit Analysis	4	
ECE 265—Introduction to Logic Design	4	
ECE 267—Computer Organization I	3	
ECE 310—Discrete and Continuous Signals and Systems	3	
ECE 340—Electronics I	4	
ECE 341—Probability and Random Processes for Engineers	3	
ECE 366—Computer Organization II	4	ECE 499 – Professional Development Seminar (ADD) 0
ECE 396—Senior Design I	2	
ECE 397—Senior Design II	2	
<b>Computer Engineering Advanced Core Courses</b>		
<i>Students must complete at least two courses from each of the following two groups of courses:</i>	14–15	
<i>Group A:</i>		

ECE 333—Computer Communication Networks I (4)	
ECE 367—Microprocessor-Based Design (4)	
ECE 368—CAD-Based Digital Design (4)	
CS 385—Operating Systems Concepts and Design (4)	
<i>Group B:</i>	
ECE 465—Digital Systems Design (3)	
ECE 466—Computer Architecture (3)	
ECE 467—Introduction to VLSI Design (4)	
CS 401—Algorithms (3)	
<b>Total Hours— Required in the College of Engineering</b>	<b>58–59</b>
a ENGR 100 is a one-semester-hour course, but the hour does not count toward the total hours required for graduation.	
Technical Electives	
<b>Courses</b>	<b>Hours</b>
<i>Fourteen hours chosen from the following list. Those courses not used to meet the advanced computer engineering core requirement can be used as technical electives.</i>	
<i>However, no more than a total of two courses below the 400-level may be used to meet the technical elective requirement. Also, no more than one course from outside of the ECE Department may be used to meet the technical elective requirement.</i>	14

<p>CS 202—Data Structures and Discrete Mathematics II (3)</p> <p>CS 473—Compiler Design (3)</p> <p>CS 485—Networked Operating Systems Programming (4)</p> <p>ECE 311—Communication Engineering (4)</p> <p>ECE 317—Digital Signal Processing I (4)</p> <p>ECE 322—Communication Electromagnetics (3)</p> <p>ECE 342—Electronics II (4)</p> <p>ECE 346—Solid-State Device Theory (4)</p> <p>ECE 347—Integrated Circuit Engineering (3)</p> <p>ECE 350—Principles of Automatic Control (4)</p> <p>ECE 401—Quasi-Static Electric and Magnetic Fields (3)</p> <p>ECE 407—Pattern Recognition I (3)</p> <p>ECE 410—Network Analysis (3)</p> <p>ECE 412—Introduction to Filter Synthesis (3)</p> <p>ECE 415—Image Analysis and Computer</p>	
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Vision I (3)

ECE 417—Digital Signal Processing II (4)

ECE 418—Statistical Digital Signal Processing  
(3)

ECE 421—Introduction to Antennas and  
Wireless Propagation (3)

ECE 423—Electromagnetic Compatibility  
(3)

ECE 424—RF and Microwave-Guided  
Propagation (4)

ECE 427—Modern Linear Optics  
(3)

ECE 431—Analog Communication Circuits  
(4)

ECE 432—Digital Communications  
(3)

ECE 434—Multimedia Systems  
(3)

ECE 436—Computer Communication  
Networks II (3)

ECE 437—Wireless Communications  
(3)

ECE 442—Power Semiconductor Devices and  
Integrated Circuits (4)

ECE 445—Analysis and Design of Power  
Electronic Circuits (4)

ECE 448—Transistors  
(3)

ECE 449—Microdevices and Micromachining Technology (4)	
ECE 451—Control Engineering (3)	
ECE 452—Robotics: Algorithms and Control (3)	
ECE 458—Electromechanical Energy Conversion (3)	
ECE 468—Analog and Mixed-Signal VLSI Design (4)	
ECE 469—Computer Systems Design (3)	
MCS 425—Coding and Cryptography (3)	
PHYS 244—General Physics III (Modern Physics) (3)	
<b>Total Hours—Technical Electives</b>	<b>14</b>
 Additional Mathematics Requirement	
<b>Courses</b>	<b>Hours</b>
<i>One of the following courses:</i>	3
MATH 310—Applied Linear Algebra (3)	
MATH 410—Advanced Calculus I (3)	
MATH 417—Complex Analysis with Applications (3)	
MCS 471—Numerical Analysis (3)	

MATH 481—Applied Partial Differential Equations (3)	
<b>Total Hours—Additional Mathematics Requirement</b>	<b>3</b>
Electives outside the Major Rubric	
<b>Courses</b>	<b>Hours</b>
Three hours from outside the ECE Rubric	3
<b>Total Hours—Elective outside the Major Rubric</b>	<b>3</b>
Students preparing for the Fundamentals of Engineering Examination, which leads to becoming a Licensed Professional Engineer, are advised to use these hours to take CME 201—Statics and one course from the following courses: CME 203—Strength of Materials, CME 260—Properties of Materials, or ME 211—Fluid Mechanics.	
Sample Course Schedule—Computer Engineering	
Freshman Year	
<b>First Semester</b>	<b>Hours</b>
MATH 180—Calculus I	5
CHEM 112—General College Chemistry I	5
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3
ECE 115—Introduction to Electrical and Computer Engineering	4
ENGR 100—Orientationa	0a
<b>Total Hours</b>	<b>17</b>

a ENGR 100 is one-semester-hour course, but does not count toward the total hours required for graduation.

<b>Second Semester</b>	<b>Hours</b>
MATH 181—Calculus II	5
PHYS 141—General Physics I (Mechanics)	4
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3
CS 107—Introduction to Computing and Programming	4
<b>Total Hours</b>	<b>16</b>

Sophomore Year

<b>First Semester</b>	<b>Hours</b>
MATH 210—Calculus III	3
PHYS 142—General Physics II (Electricity and Magnetism)	4
CS 201—Data Structures and Discrete Mathematics I	4
ECE 265—Introduction to Logic Design	4
General Education Core course	3
<b>Total Hours</b>	<b>18</b>

<b>Second Semester</b>	<b>Hours</b>
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MATH 220—Introduction to Differential Equations	3	
CHE 201—Introduction to Thermodynamics <i>OR</i>	3	
ME 205—Introduction to Thermodynamics		
ECE 267—Computer Organization I	3	
General Education Core courses	6	
<b>Total Hours</b>	<b>15</b>	
Junior Year		
<b>First Semester</b>		<b>Hours</b>
ECE 225—Circuit Analysis	4	
ECE 310—Discrete and Continuous Signals and Systems	3	
Advanced CE Core Elective	4	
General Education Core course	3	
ECE 366—Computer Organization II	3	
<b>Total Hours</b>	<b>18</b>	
<b>Second Semester</b>		<b>Hours</b>
Additional Mathematics course	3	
ECE 341—Probability and Random Processes for Engineers	3	
ECE 340—Electronics I	4	

Advanced CE Core Elective	4	
General Education Core course	3	
<b>Total Hours</b>	<b>17</b>	
Senior Year		
<b>First Semester</b>	<b>Hours</b>	
ECE 396—Senior Design I	2	
Advanced CE Core Elective	3	
Elective outside the Major Rubric	3	
Technical Electives	6	ECE 499 – Professional Development Seminar (ADD) 0
<b>Total Hours</b>	<b>14</b>	
<b>Second Semester</b>	<b>Hours</b>	
ECE 397—Senior Design II	2	
Technical Electives	8	
Advanced CE Core Elective	3	
<b>Total Hours</b>	<b>13</b>	

**ECE 499. Professional Development Seminar. 0 Hours.** Graduating seniors will be provided with information regarding future career paths and will provide information regarding the

**Title:** Establishment of the Program in Asian American Studies

**Sponsor:** Committee on Asian American Studies  
College of Liberal Arts and Sciences

**Description:** The Committee on Asian American Studies is requesting the establishment of a Program in Asian American Studies under the College of Liberal Arts and Sciences. As one of the College's interdisciplinary studies programs, Asian American Studies will offer a minor and a variety of courses under its own established course subject (rubric) as well as in conjunction with other programs. As a result of the establishment of the program, the existing course subject (rubric) ASAM used for Asian American Studies courses will be transferred from the Department of English to the Program.

**Justification:** Asian American Studies aims to provide students with the breadth and depth of knowledge to understand and address social, cultural, and political issues through the lens of Asian American histories and experiences. As an interdisciplinary field, Asian American Studies draws from work in a variety of disciplines and specializations, integrating it through a focus upon the place of Asian Americans in American society and the world. Currently, Asian American Studies lacks this cohesiveness as faculty and courses are scattered across different departments and academic units. The establishment of a Program in Asian American Studies will provide coherence to the curriculum and an institutional base for faculty research in the field, making it easier for students to find courses and bringing together the core faculty with others who share their intellectual interests.

**Catalog Statement:** *No previous catalog statement exists.*

### **Asian American Studies**

Asian American Studies explores the histories, identities, cultural expressions, social and community formations, and politics of people of Asian ancestry (including but not limited to those from East Asia, South Asia, and Southeast Asia) in the United States. The Asian American Studies Program seeks to provide students with the skills and knowledge to achieve a critical understanding of the place of Asian Americans not just within American society, but in the global system as a whole. Asian American Studies courses examine the impact of race and immigration upon American society, as well as situating Asian migrations and Asian diasporic communities in relation to larger processes of empire, nation building, and globalization. As an interdisciplinary field, students who minor in Asian American Studies will gain familiarity with the theories and methods of several disciplines, including literary and cultural studies, history, sociology, political science and psychology. Education in Asian American Studies can effectively prepare students for a variety of careers, including in the arts, business, education, government, health sciences, international affairs, social services, and research.

**Minority Impact Statement:** None

**Budgetary and Staff Implications:** This program requires no new faculty and no new resources. There are eight faculty members who serve on the existing Faculty Advisory Committee and teach courses in Asian American Studies. The program occupies several offices on the eighth floor of University Hall and has a budget and staff. These resources are sufficient at the current time.

**Library Resource Implications:** The University Library estimates that it currently spends \$26,000 per year for resources that support work in the area of Asian American Studies. Asian American Studies

faculty and Library faculty find that current resources are adequate, so no additional University Library funding will be necessary.

**Space Implications:** The program currently occupies several offices on the eighth floor of University Hall, and this space is adequate for the current needs of the program.

**Unit Approval Date:** Asian American Studies Committee: September 4, 2009

**College Approval:** LAS Educational Policy Committee: 14 September 2009; LAS faculty on 21 September 2009

**Contact persons:** Mark Chiang ([mchiang@uic.edu](mailto:mchiang@uic.edu)), Coordinator of Asian American Studies, Associate Professor

**Proposed Effective Date:** Fall 2010

## Appendix I Course Descriptions

### ASAM 123 Introduction to Asian American Literature

3 hours. Introductory survey of a wide range of Asian American cultural forms in their socio-historical contexts. Same as ENGL 123.

### ASAM 125 Introduction to Asian American Studies

3 hours. Overview of Asian American experiences and perspectives in socio-historical context. Introduction to major concepts, issues, and debates in the field of Asian American Studies. Same as ENGL 125 and SOC 125.

### ASAM 210 Asian American Histories

3 hours. Introduction to the main historical events that define the Asian experience in the United States, from the mid-nineteenth century to the present. (**New course**)

### ASAM 228 Sociology of Asia and Asian Americans

3 hours. Asian and Asian-American culture, institutions, and organization; immigration, population, settlement patterns; occupations and poverty; family and ethnic identification; inequality and politics; values, prejudice, discrimination. Same as ASST 228 and SOC 228. *Prerequisite(s)*: SOC 100.

### ASAM 290 Special Topics in Asian American Studies

3 hours. Study of a specific intermediate topic in Asian American studies. May be repeated if content does not duplicate previous coursework. May be repeated to a maximum of 12 hours.

### ASAM 328 Asian American Literature

3 hours. Historical development of Asian American literature. It will identify specific cultural and political issues that have shaped the broad range and diverse ethnic interests of that writing. Same as ENGL 328. *Prerequisite(s)*: Grade of C or better in ENGL 240; and Grade of C or better in ENGL 243. Recommended background: ASAM 123 or ENGL 123.

### ASAM 428 Asian/Asian American Women in the Global Economy

3 OR 4 hours. Examines the racialization and feminization of a global division of labor and focuses primarily on Asian and Asian American women's participation and incorporation as workers and key actors in the development of the global economy. Same as GWS 428 and SOC 428. 3 undergraduate hours; 4 graduate hours. *Prerequisite(s)*: ASAM 125 or ENGL 125 or SOC 125 or AAST 225 or LALS 225 or SOC 225 or ASAM 228 or ASST 228 or SOC 228 or ASAM 290 or Two 200-level courses in either SOC, GWS or ASAM, or a combination of these.

### ASAM 441 Topics in Asian American Literature and Culture

3 OR 4 hours. An advanced seminar that examines various forms of cultural production by Asian American artists of diverse ethnic backgrounds. Topics vary. Same as ENGL 441. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 327 or ENGL 328 or ENGL 359; and senior standing or above; or consent of the instructor.

### ASAM 490 Advanced Topics in Asian American Studies

3 OR 4 hours. Study of a specific advanced topic within Asian American Studies. May be repeated if content does not duplicated previous coursework. May be repeated to a maximum of 12 hours. 3 undergraduate hours. 4 graduate hours.

### ANTH 279-South Asian Cultures and Societies

3 hours. Survey of the people and cultures of South Asian Cultures; emphasis on social structure, religion, and recent cultural changes. Same as ASST 279.

ANTH 479-Culture and Colonialism in South Asia

3 or 4 hours. Examines the emergence of colonial cultures of domination and resistance on the Indian subcontinent from the eighteenth century to 1947. Same as ASST 479, and HIST 479. 3 undergraduate hours; 4 graduate hours.

AH 471-Topics in Asian Art and Architecture

3 or 4 hours. Selected topics in the art and architecture of Asia. Same as ASST 471. May be repeated if topics vary. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: 3 hours of Asian art and/or architecture or consent of the instructor.

CHIN 102-Elementary Chinese II

4 hours. Continuation of Chinese 101. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: CHIN 101 or the equivalent.

CHIN 104-Intermediate Chinese

4 hours. Continuation of Chinese 103. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: CHIN 103 or the equivalent.

HIST 271-Late Imperial China: 1500 to 1911

3 hours. A detailed survey of China's late imperial period, covering a broad range of issues from state institutions and elite power, to popular culture and peasant revolt. Same as ASST 271.

HIST 272-China Since 1911

3 hours. Twentieth-century China from 1911 to the present, including warfare; areas of intellectual inquiry; and changes in government, family, and the role of women. Same as ASST 272

HIST 275-History of South Asia

3 hours. An outline of South Asian history from the earliest times to the present, in regional and global contexts. Same as ASST 275.

HIST 276-Modern South Asia, 1857 to the Present

3 hours. Examines anti-colonial resistance to British rule starting with the 1857 Revolt, Indian nationalism, and the formation of independent nation-states in South Asia. Same as ASST 276.

HIST 438-Women in South Asian History

3 OR 4 hours. A study of the diversity of women's experiences in South Asia in a range of social, cultural, and religious contexts from the ancient period to the present. Same as ASST 438/GWS 438. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Three hours of history or consent of the instructor. **(new course)**

JPN 102-Elementary Japanese II

4 hours. Continuation of JPN 101. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: JPN 101.

JPN 104-Intermediate Japanese

4 hours. Reading and writing of elementary prose using the two Japanese syllabaries. Reading and writing in selected Chinese characters. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: JPN 103 or the equivalent.

## Appendix II ASAM Faculty Biographies

Mark Chiang received his Ph.D. from U.C. Berkeley and is an Associate Professor of English at the University of Illinois at Chicago. His research interests include Asian American literary and cultural theory, the politics of cultural capital, and the history of the American university. Prior to coming to UIC, he was an Assistant Professor of English and Asian American Studies at the University of Pennsylvania. He has a book entitled *The Cultural Capital of Asian American Studies: Autonomy and Representation in the University* (forthcoming from NYU Press), which attends specifically to the institutional locations of Asian American Studies and Ethnic Studies in order to explore how these fields that originated from popular political movements have impacted the contemporary university. In particular, the book explores how the production of knowledge as cultural capital determines the conditions of possibility of political work in the university, especially with regard to the structures of autonomy that are the foundation of the ideology of research. He has also published articles on sexuality and transnational capital in Ang Lee's film *The Wedding Banquet*, and cultural politics in Hawaii regarding the conflicts over representation in Lois-Ann Yamanaka's novel *Blu's Hanging*. He recently participated in a symposium celebrating the 25th anniversary of the journal *American Literary History* and published a piece responding to an essay by David Palumbo-Liu. He also took part in a plenary session at the Association for Asian American Studies Conference in Chicago in 2008 on "Asian American Studies in the Midwest." At UIC, Chiang has taught graduate and undergraduate courses on Asian American literature, multiethnic American literature, race and film, literary theory and criticism, and minority literature and the politics of cultural capital.

Anna Guevarra (PhD, Sociology, University of California, San Francisco, 2003) is an Assistant Professor of Sociology and Asian American Studies and an Affiliated Faculty of Gender and Women's Studies. Prior to UIC, she taught at Arizona State University from 2004-07 as an Assistant Professor of Sociology and Affiliate Faculty of Ethnicity, Race, and First Nations Studies. She was a U.S. Fulbright Scholar and a Visiting Researcher at De La Salle University's Social Development Research Center in the Philippines from 2001-02 and a postdoctoral research fellow at the University of California Institute for Labor and Employment (ILE) in UCLA from 2003-04. Her interdisciplinary research and teaching interests focus on immigrant and transnational labor, the Filipino labor diaspora, the racialized and gendered dynamics of globalization and carework, and contemporary Philippines and Filipino American studies. She is also interested in qualitative and ethnographic methods, particularly based on feminist and decolonizing epistemology and approaches. Her work has appeared in interdisciplinary journals like *Journal of Contemporary Ethnography* and *Social Identities: Journal for the Study of Race, Nation, and Culture*. Her forthcoming book, *Marketing Dreams, Manufacturing Heroes: The Transnational Labor Brokering of Filipino Workers* is an ethnographic exploration of Philippines' labor export industry, focusing on how institutions like the Philippine state and private employment agencies leverage a competitive position in the global economy through the export of human labor and in particular, by producing and managing the comparative advantage of Filipino careworkers. A critical component of this book comes from a recently completed project, which examines the labor migration and immigrant identity-formation of Filipino nurses recruited to work in Texas and Arizona. Her current projects include: 1) the Philippines' Supermaid training program and the professionalization of "low-skilled" women labor migrants as a mode of building global comparative advantage; and 2) Filipina/o caregivers in the U.S.

Helen Heran Jun is an assistant professor of African American Studies and English at the University of Illinois, Chicago. She completed her undergraduate education at UC Berkeley in Ethnic Studies and English before earning her Ph.D. in the Department of Literature at UC San Diego. Jun engages in comparative analyses of race and culture in the context of U.S. empire. She specializes in Asian American and African American cultural politics with an emphasis on issues of citizenship, nationalism, U.S. imperialism in Asia, and globalization. Her book manuscript, "Race for Citizenship: Asian American and African American Cultural Politics," examines how Asian Americans and African Americans have

been differentially racialized in relation to U.S. citizenship since the 19<sup>th</sup> Century and is forthcoming with NYU Press. Her article, "Black Orientalism: Nineteenth Century Narratives of Race and Citizenship," *American Quarterly* (Winter 2006) explores how the anti-Chinese movement and 19th Century discourses of American orientalism could function to assimilate Black racial difference into narratives of Western modernity. This piece is being re-published in an edited collection of comparative race analysis entitled "Strange Affinities" (University of Minnesota Press, forthcoming). She has also published research on Korean women labor organizing in "Contingent Nationalisms: Renegotiating Borders in Korean and Korean American Women's Oppositional Struggles" positions: *East Asian cultures critique* (Fall 1997). Jun has been invited to present her research at numerous universities including University of Southern California (American Studies), Northwestern University (African American Studies, English, Asian American Studies), Cornell University (Asian American Studies), and University of Texas, Austin (Asian American Studies). She has also been invited as a featured guest speaker for Asian Pacific Heritage Month at University of Washington, Spokane and University of Michigan, Ann Arbor.

Kevin K. Kumashiro is associate professor and chair of educational policy studies, and interim co-director of the Institute for Research on Race and Public Policy. He is the past coordinator of Asian American Studies. Prior to UIC, he worked as a senior program specialist in human and civil rights at the National Education Association, where he coordinated the 2005 National Summit on Asian and Pacific Islander Issues in Education. Dr. Kumashiro has authored or edited several books, including *Troubling Education*, which received the 2003 Gustavus Myers Outstanding Book Award; *Restoried Selves: Autobiographies of Queer Asian/Pacific American Activists*; *Against Common Sense: Teaching and Learning Toward Social Justice*; and most recently, *The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools*.

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- Title:** Establishment of the Minor in Asian American Studies
- Sponsor:** Committee on Asian American Studies  
College of Liberal Arts and Sciences
- Description:** The Committee on Asian American Studies proposes the establishment of a Minor in Asian American Studies.
- Justification:** The Minor in Asian American Studies aims to provide students with the breadth and depth of knowledge to understand and address social, cultural, and political issues through the lens of Asian American histories and experiences. This includes a critical examination of not only who Asian Americans are and how this category is configured, but also how Asian Americans figure into local, national, and international contexts. The interdisciplinary focus of the program will contribute well-rounded individuals trained to understand minority populations from theoretical and methodological approaches both in the humanities and social sciences.

Approximately 25% of the undergraduate student population at UIC is Asian American, and while they are a central constituency of Asian American Studies courses, the program will contribute to the general education of the entire undergraduate student body. Asian American Studies as a field has always been committed to the belief that Asian Americans have been integral to the development of American society, and no understanding of American history and culture can be complete without some knowledge of Asian American experiences. As more and more courses have been offered in the field, students have been enrolling in these courses in increasing numbers, reflecting the growing student demand for such coursework and the viability of an organized framework with which to explore Asian American Studies. For instance, in 2006, when the introductory Asian American Studies course (ASAM 125) was first offered, it filled to capacity, i.e., 50 students, within two days; in subsequent years, the course was opened up to accommodate this interest and has filled almost to capacity each time it has been taught, with a total of 75 students in the class each year. The same is true of all the ASAM courses taught in the last two years, which have almost always filled to capacity. Likewise with the Honors College courses taught under the auspices of Asian American Studies: since their inception, in 2005, they have filled to capacity. Based on student enrollment, therefore, there is good evidence that there is growing student demand for these courses. Although the enrollment in these courses has been predominantly Asian American thus far, there has been a significant percentage of non-Asian students and we anticipate this will increase as the program gains visibility.

Asian American Studies obviously intersects with Asian Studies, but the two are distinct in many ways, with disparate objects and methods of study, and they arose out of very different historical and intellectual origins. Asian Studies might include the origins of Asian immigration to North America but it would tend to do so more within the context of Asian history and culture. Asian American Studies, in contrast, examines the experiences of Asian immigrants in the context of US-specific histories and dynamics of racialization. Even with the increasing convergence of global and transnational analytical frameworks, the two fields retain their disparate emphases. For example, although there are courses in Asian Studies at UIC that examine modern Asian culture or history, and that are highly relevant for Asian American Studies, few of these focus specifically on Asian migration. As UIC seeks to expand its global reach while also remaining committed to its urban locale, both Asian and Asian American Studies represent crucial initiatives that can help it accomplish its mission.

Guided by a faculty advisory board with representatives from the Departments of African American Studies, English, Education, Sociology, Gender and Women's Studies, and Latin American and Latino Studies, as well as from Asian Studies, the minor will incorporate new and existing courses that broaden the undergraduate curriculum in race/ethnicity/gender studies.

**Catalog Statement:** *No previous catalog statement exists.*

809 University Hall (UH)

(312) 355-3448

Administration: Coordinator, Mark Chiang

Assistant to Coordinator: Bill Gallaga, [gallaga@uic.edu](mailto:gallaga@uic.edu)

### **Asian American Studies**

Asian American Studies explores the histories, identities, cultural expressions, social and community formations, and politics of people of Asian ancestry (including but not limited to those from East Asia, South Asia, and Southeast Asia) in the United States. The Asian American Studies Program seeks to provide students with the skills and knowledge to achieve a critical understanding of the place of Asian Americans not just within American society, but in the global system as a whole. Asian American Studies courses examine the impact of race and immigration upon American society, as well as situating Asian migrations and Asian diasporic communities in relation to larger processes of empire, nation building, and globalization. As an interdisciplinary field, students who minor in Asian American Studies will gain familiarity with the theories and methods of several disciplines, including literary and cultural studies, history, sociology, political science and psychology. Education in Asian American Studies can effectively prepare students for a variety of careers, including in the arts, business, education, government, health sciences, international affairs, social services, and research.

### **Requirements for the Minor**

Students who want to minor in Asian American Studies must complete 15 semester hours, including at least 9 semester hours at or above the 200-level, from the list of courses approved by the Asian American Studies Committee. Only one Asian Studies or Asian language course may satisfy the requirement of the minor. Further, at least two of the four courses must be from different disciplinary fields (for example, English, Sociology, History, Anthropology, etc.), or otherwise approved by the minor advisor.

### **Required Courses-Asian American Studies Minor**

ASAM/ENGL/SOC 125-Introduction to Asian American Studies

**Hours**

3

***Four courses selected from the following (or other courses formally approved by advisor):***

12-13

Asian American Studies

ASAM /ENGL123-Introduction to Asian American Literature (3)

ASAM 210-Asian American Histories (3)

ASAM/SOC/ASST 228-Sociology of Asia and Asian Americans (3)

ASAM 290-Special Topics in Asian American Studies (3)

ASAM/ENGL 328-Asian American Literature (3)

ASAM/SOC/GWS 428-Asian/Asian American Women in the Global Economy (3)

ASAM 441-Topics in Asian American Literature and Culture (3)

ASAM 490-Advanced Topics in Asian American Studies (3)

Asian Studies

ASST/HIST 271-Late Imperial China, 1500 to 1911 (3)

ASST/HIST 272-China Since 1911 (3)

ASST/HIST 275-History of South Asia (3)  
ASST/HIST 276-Modern South Asia, 1857 to the Present (3)  
ASST/ANTH 279-South Asian Cultures and Societies (3)  
ASST/GWS/HIST 438-Women in South Asian History (3)  
ASST/AH 471-Topics in Asian Art and Architecture (3)  
ASST/ANTH/HIST 479-Culture and Colonialism in South Asia (3)

Asian Languages

CHIN 103-Intermediate Chinese I (4)  
CHIN 104-Intermediate Chinese II (4)  
CHIN 111-Chinese for Students from Chinese Background I (4)  
CHIN 112-Chinese for Students from Chinese Background II (4)  
JPN 103-Intermediate Japanese I (4)  
JPN 104-Intermediate Japanese II (4)

**Total Hours–Minor in Asian American Studies**

**15-16**

**Minority Impact Statement:** None

**Budgetary and Staff Implications:** This program requires no new faculty and no new resources. Currently, there are eight faculty members who serve on the existing Faculty Advisory Committee and teach courses in Asian American Studies. There are a sufficient number of courses to make it possible for students to complete the minor in a timely fashion.

**Library Resource Implications:** The University Library estimates that it currently spends \$26,000 per year for resources that support work in the area of Asian American Studies. Asian American Studies faculty and Library faculty find that current resources are adequate, so no additional University Library funding will be necessary.

**Space Implications:** The program currently occupies several offices on the eighth floor of University Hall, and this space is adequate to support the new minor.

**Unit Approval Date:** Asian American Studies Committee: September 4, 2009

**College Approval:** LAS Educational Policy Committee: 14 September 2009; LAS faculty on 21 September 2009

**Contact persons:** Mark Chiang ([mchiang@uic.edu](mailto:mchiang@uic.edu)), Coordinator of Asian American Studies, Associate Professor

**Proposed Effective Date:** Fall 2010

## Appendix I Course Descriptions

### ASAM 123 Introduction to Asian American Literature

3 hours. Introductory survey of a wide range of Asian American cultural forms in their socio-historical contexts. Same as ENGL 123.

### ASAM 125 Introduction to Asian American Studies

3 hours. Overview of Asian American experiences and perspectives in socio-historical context. Introduction to major concepts, issues, and debates in the field of Asian American Studies. Same as ENGL 125 and SOC 125.

### ASAM 210 Asian American Histories

3 hours. Introduction to the main historical events that define the Asian experience in the United States, from the mid-nineteenth century to the present. **(New course)**

### ASAM 228 Sociology of Asia and Asian Americans

3 hours. Asian and Asian-American culture, institutions, and organization; immigration, population, settlement patterns; occupations and poverty; family and ethnic identification; inequality and politics; values, prejudice, discrimination. Same as ASST 228 and SOC 228. *Prerequisite(s)*: SOC 100.

### ASAM 290 Special Topics in Asian American Studies

3 hours. Study of a specific intermediate topic in Asian American studies. May be repeated if content does not duplicate previous coursework. May be repeated to a maximum of 12 hours.

### ASAM 328 Asian American Literature

3 hours. Historical development of Asian American literature. It will identify specific cultural and political issues that have shaped the broad range and diverse ethnic interests of that writing. Same as ENGL 328. *Prerequisite(s)*: Grade of C or better in ENGL 240; and Grade of C or better in ENGL 243. Recommended background: ASAM 123 or ENGL 123.

### ASAM 428 Asian/Asian American Women in the Global Economy

3 OR 4 hours. Examines the racialization and feminization of a global division of labor and focuses primarily on Asian and Asian American women's participation and incorporation as workers and key actors in the development of the global economy. Same as GWS 428 and SOC 428. 3 undergraduate hours; 4 graduate hours. *Prerequisite(s)*: ASAM 125 or ENGL 125 or SOC 125 or AAST 225 or LALS 225 or SOC 225 or ASAM 228 or ASST 228 or SOC 228 or ASAM 290 or Two 200-level courses in either SOC, GWS or ASAM, or a combination of these.

### ASAM 441 Topics in Asian American Literature and Culture

3 OR 4 hours. An advanced seminar that examines various forms of cultural production by Asian American artists of diverse ethnic backgrounds. Topics vary. Same as ENGL 441. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 327 or ENGL 328 or ENGL 359; and senior standing or above; or consent of the instructor.

### ASAM 490 Advanced Topics in Asian American Studies

3 OR 4 hours. Study of a specific advanced topic within Asian American Studies. May be repeated if content does not duplicated previous coursework. May be repeated to a maximum of 12 hours. 3 undergraduate hours. 4 graduate hours.

### ANTH 279-South Asian Cultures and Societies

3 hours. Survey of the people and cultures of South Asian Cultures; emphasis on social structure, religion, and recent cultural changes. Same as ASST 279.

ANTH 479-Culture and Colonialism in South Asia

3 or 4 hours. Examines the emergence of colonial cultures of domination and resistance on the Indian subcontinent from the eighteenth century to 1947. Same as ASST 479, and HIST 479. 3 undergraduate hours; 4 graduate hours.

AH 471-Topics in Asian Art and Architecture

3 or 4 hours. Selected topics in the art and architecture of Asia. Same as ASST 471. May be repeated if topics vary. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: 3 hours of Asian art and/or architecture or consent of the instructor.

CHIN 103 Intermediate Chinese I

4 hours. Advanced grammar; sentence patterns; vocabulary study; reading and writing with Chinese characters; conversation and dialogues. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: CHIN 102 or the equivalent.

CHIN 104-Intermediate Chinese

4 hours. Continuation of Chinese 103. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: CHIN 103 or the equivalent.

CHIN 111 Chinese for Students from Chinese Background I

4 hours. Principal emphasis is on writing and reading for students who have some knowledge of Mandarin or other Chinese dialect. Credit is not given for CHIN 111 if student has credit in CHIN 101 or CHIN 102. Requires two additional hours each week in the language laboratory. *Prerequisite(s)*: Appropriate score on the department placement test. Recommended background: Familiarity with a Chinese dialect (speaking and listening).

CHIN 112 Chinese for Students from Chinese Background II

4 hours. Principal emphasis is on writing and reading. For students who have some knowledge of Mandarin or other Chinese dialect. No credit given for CHIN 112 if the student has credit in CHIN 103 or CHIN 104. Requires two additional hours each week in the language laboratory. *Prerequisite(s)*: Grade of C or better in CHIN 111; or appropriate score on the department placement test. Recommended background: Familiarity with a Chinese dialect (speaking and listening).

HIST 271-Late Imperial China: 1500 to 1911

3 hours. A detailed survey of China's late imperial period, covering a broad range of issues from state institutions and elite power, to popular culture and peasant revolt. Same as ASST 271.

HIST 272-China Since 1911

3 hours. Twentieth-century China from 1911 to the present, including warfare; areas of intellectual inquiry; and changes in government, family, and the role of women. Same as ASST 272

HIST 275-History of South Asia

3 hours. An outline of South Asian history from the earliest times to the present, in regional and global contexts. Same as ASST 275.

HIST 276-Modern South Asia, 1857 to the Present

3 hours. Examines anti-colonial resistance to British rule starting with the 1857 Revolt, Indian nationalism, and the formation of independent nation-states in South Asia. Same as ASST 276.

HIST 438-Women in South Asian History

3 OR 4 hours. A study of the diversity of women's experiences in South Asia in a range of social, cultural, and religious contexts from the ancient period to the present. Same as ASST 438/GWS 438. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Three hours of history or consent of the instructor. **(new course)**

JPN 103 Intermediate Japanese I

4 hours. Completion of basic grammar. Practice in conversation. Reading and writing in the two Japanese syllabaries and in selected Chinese characters. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: JPN 102 or the equivalent.

JPN 104-Intermediate Japanese

4 hours. Reading and writing of elementary prose using the two Japanese syllabaries. Reading and writing in selected Chinese characters. Four additional half hours each week in the language laboratory. *Prerequisite(s)*: JPN 103 or the equivalent.

## Appendix II ASAM Faculty Biographies

Mark Chiang received his Ph.D. from U.C. Berkeley and is an Associate Professor of English at the University of Illinois at Chicago. His research interests include Asian American literary and cultural theory, the politics of cultural capital, and the history of the American university. Prior to coming to UIC, he was an Assistant Professor of English and Asian American Studies at the University of Pennsylvania. He has a book entitled *The Cultural Capital of Asian American Studies: Autonomy and Representation in the University* (forthcoming from NYU Press), which attends specifically to the institutional locations of Asian American Studies and Ethnic Studies in order to explore how these fields that originated from popular political movements have impacted the contemporary university. In particular, the book explores how the production of knowledge as cultural capital determines the conditions of possibility of political work in the university, especially with regard to the structures of autonomy that are the foundation of the ideology of research. He has also published articles on sexuality and transnational capital in Ang Lee's film *The Wedding Banquet*, and cultural politics in Hawaii regarding the conflicts over representation in Lois-Ann Yamanaka's novel *Blu's Hanging*. He recently participated in a symposium celebrating the 25th anniversary of the journal *American Literary History* and published a piece responding to an essay by David Palumbo-Liu. He also took part in a plenary session at the Association for Asian American Studies Conference in Chicago in 2008 on "Asian American Studies in the Midwest." At UIC, Chiang has taught graduate and undergraduate courses on Asian American literature, multiethnic American literature, race and film, literary theory and criticism, and minority literature and the politics of cultural capital.

Anna Guevarra (PhD, Sociology, University of California, San Francisco, 2003) is an Assistant Professor of Sociology and Asian American Studies and an Affiliated Faculty of Gender and Women's Studies. Prior to UIC, she taught at Arizona State University from 2004-07 as an Assistant Professor of Sociology and Affiliate Faculty of Ethnicity, Race, and First Nations Studies. She was a U.S. Fulbright Scholar and a Visiting Researcher at De La Salle University's Social Development Research Center in the Philippines from 2001-02 and a postdoctoral research fellow at the University of California Institute for Labor and Employment (ILE) in UCLA from 2003-04. Her interdisciplinary research and teaching interests focus on immigrant and transnational labor, the Filipino labor diaspora, the racialized and gendered dynamics of globalization and carework, and contemporary Philippines and Filipino American studies. She is also interested in qualitative and ethnographic methods, particularly based on feminist and decolonizing epistemology and approaches. Her work has appeared in interdisciplinary journals like *Journal of Contemporary Ethnography* and *Social Identities: Journal for the Study of Race, Nation, and Culture*. Her forthcoming book, *Marketing Dreams, Manufacturing Heroes: The Transnational Labor Brokering of Filipino Workers* is an ethnographic exploration of Philippines' labor export industry, focusing on how institutions like the Philippine state and private employment agencies leverage a competitive position in the global economy through the export of human labor and in particular, by producing and managing the comparative advantage of Filipino careworkers. A critical component of this book comes from a recently completed project, which examines the labor migration and immigrant identity-formation of Filipino nurses recruited to work in Texas and Arizona. Her current projects include: 1) the Philippines' Supermaid training program and the professionalization of "low-skilled" women labor migrants as a mode of building global comparative advantage; and 2) Filipina/o caregivers in the U.S.

Helen Heran Jun is an assistant professor of African American Studies and English at the University of Illinois, Chicago. She completed her undergraduate education at UC Berkeley in Ethnic Studies and English before earning her Ph.D. in the Department of Literature at UC San Diego. Jun engages in comparative analyses of race and culture in the context of U.S. empire. She specializes in Asian American and African American cultural politics with an emphasis on issues of citizenship, nationalism, U.S. imperialism in Asia, and globalization. Her book manuscript, "Race for Citizenship: Asian American and African American Cultural Politics," examines how Asian Americans and African Americans have been differentially racialized in relation to U.S. citizenship since the 19<sup>th</sup> Century and is forthcoming with NYU Press. Her article, "Black

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## Application for a New Public Degree Program (In-Region)

*Note: Use this form to request new online or on-campus degree programs.*

### BACKGROUND

- a) **Name of Institution:** University of Illinois at Chicago
- b) **Title of Proposed Program:** Master of Arts in Museum and Exhibition Studies
- c) **Contact Person:** Dr. Charles Evans

Telephone: (217) 333-3079

E-mail: [cevens4@uillinois.edu](mailto:cevens4@uillinois.edu)

Fax: (217) 244-5763

**University of Illinois at Chicago Contact Person:** Judith Russi Kirshner, Dean

Telephone: 312-996-2006

E-mail: [kirshner@uic.edu](mailto:kirshner@uic.edu)

d) **Level of Proposed Degree**

- Baccalaureate
- Masters
- First Professional
- Doctorate<sup>1</sup>

e) **Requested CIP Code** (6-digits) 30.1401 \_\_\_\_\_ (to be assigned by the Office of Programs and Academic Assessment)

f) **Proposed Date for Enrollment of First Class:** Fall 2010

g) **Location Offered:** On-Campus  or Online

1. Mission
Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the

<sup>1</sup> To assist staff in specialized areas of instruction, IBHE will retain outside consultants to review all new doctoral program proposals.

university's focus statement and priorities. Such objectives and contributions may include:

- Serving a distinct student population;
- Occupational and student demand for the program;
- Meeting the needs of business, employers, and/or society;
- Collaborating with and/or supporting other programs at the institution; and
- Increasing the number of graduates in a high demand or emerging field of study.

*For your reference: Link to the UIC Scope and Mission: [http://www.uic.edu/index.html/admin\\_scope.shtml](http://www.uic.edu/index.html/admin_scope.shtml)*

The University of Illinois at Chicago's mission statement promotes an important set of objectives for the State of Illinois:

- To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.
- To provide a wide range of students with the educational opportunity only a leading research university can offer.
- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.
- To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.
- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

Consistent with the University's five-point mission statement, The College of Architecture and the Arts (CAA) proposes a Master of Arts in Museum and Exhibitions Studies (MAMES) as one of the graduate programs offered in the Department of Art History. The Master of Arts in Museum and Exhibition Studies is designed to teach students to oversee the arrangement, cataloging, maintenance, and exhibition of collections, as well as to explore the practical, theoretical, and institutional settings of the museum and exhibition professions. Drawing upon the intellectual wealth of a major comprehensive university and the extensive opportunities for practical training in the College, University and the city, the MAMES program will offer a breadth matched by the depth of its teaching and the expertise of its faculty. Entering students will find themselves in a rich cultural and intellectual environment, in which interdisciplinary study and practice are intertwined. Students may work with the historical artifacts of the Jane Addams Hull House Museum, or engage in its extensive public programming in social and historical issues, while at the same time collaborating with contemporary artists at Gallery 400, all the while taking coursework with historians, critics, theorists, artists, social activists or others whose passions form the foundation of the MAMES program. To provide students with specialized training tailored to their needs and capabilities, the MAMES program will make close mentoring relationships with advisors and advisory faculty a hallmark from the start. Students will have the opportunity to explore various professional tracks, including social service, public policy, art, history, and museum training, before settling on their areas of focus. All this is possible because of the unique climate within which the program will be situated.

The MAMES program is expecting to graduate eight students a year. These students will have the professional education necessary that will allow them to obtain positions as curators, archivist and museum technicians in museums, galleries, cultural centers, government, not-for-profit arts organizations and private corporations. The U.S. Department of Labor projects increases in positions in these areas and the number of graduates from the UIC MAMES program should provide a reasonable number for employment in Illinois and the Chicago area.

This new degree program complements the College of Architecture and the Arts' (CAA) strategic plan supporting the University of Illinois and UIC's mission of service to society by creating knowledge and fostering scholarship, urban engagement, and education for a diverse student body.

- As a college of visual and performing artists, designers, architects, historians and museum professionals, CAA investigates, makes, interprets and presents the arts across established and expanding disciplines.
- As educators, CAA creates intellectual and sensory opportunities for shared invention, and prepares students for ambitious critical engagement with practice and advanced ethical leadership.
- As students, scholars and researchers in the city, CAA is committed to generating new knowledge and creating productive exchanges with diverse audiences and constituents.
- As collaborators, CAA partners with public and private organizations to promote social responsibility, academic and civic engagement and enriches our communities with new ideas, new environments and new possibilities.

<b>2. Need</b>
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Explain how the program will meet regional and state needs and priorities.
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The Master of Arts in Museum and Exhibition Studies program will fulfill the needs of the state, fostering economic growth by providing professional education in museum and exhibition studies as well as preparing individuals to meet the increasing need for curators, archivists and museum technicians. It will prepare graduates to address both short and long term state needs. The U.S. Department of Labor Occupational Outlook handbook 2008-09 projects employment demands for archivists, curators, and museum technicians are expected to increase 18 percent over the 2006-16 decade, faster than the average for all occupations. Jobs for archivists are expected to increase as public and private organizations require organization of and access to increasing volumes of records and information. Public interest in science, art, history, and technology will continue to grow, creating opportunities for curators, conservators, and museum technicians.<sup>2</sup> Illinois is home to twenty museums covering a variety of fields, including natural history, contemporary art, photography and historic preservation, as well as 6 cultural centers,

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<sup>2</sup> U.S. Department of Labor, Bureau of Statistics, Occupational Outlook Handbook 2008-09 Edition, Curators, Archivist and Museum Technicians, page 4.

five of which are located in the Chicago area and one in Urbana. Chicago has over 30 million tourists on an annual basis who visit art institutions, galleries and museums.

Chicago is, increasingly, a world-tourism and heritage destination, reflected not only in its extraordinary depth and range of museums, but also in the many other heritage sites and opportunities, from the home of Chess Records to the Pullman Historic District, a vast museum and interpretive site to the history of industrialism, to the nascent Public Housing Museum, of which the UIC Art History Department is a planning partner. In addition, it is a locale for a continually expanding number of “alternative” arts, exhibition and presentation venues—small arts organizations, neighborhood and ethnic museums, and historic sites. Chicago has one of the largest and best-known collections of significant architecture in the world. And it is also the site of major charitable and arts foundations, including the Society of Architectural Historians, the American Institute of Architects, the Graham Foundation, the MacArthur Foundation, the Terra Foundation for American Arts, and the like. All of these provide opportunities within the MAMES program, including: a) sources for students already in a professional environment but seeking further training and certification in a rigorous, degree-granting program; b) resources for the teaching of students, both by providing visiting faculty and lecturers and by providing opportunities for internship training; and c) employment opportunities for graduates of the program.

**3. Illinois 2011**

Demonstrate how the proposed program will support one or more goals of *Illinois 2011*, the Illinois Board of Higher Education’s Strategic Initiative. Programs do not have to contribute to every goal, but must contribute to at least one.

<b>Goal</b>	<b>How met</b>
1. AFFORDABILITY – To help ensure college is affordable for all Illinoisans, particularly low-income students.	The MAMES program is within the range of affordable programs in the field. The program also will be affordable for Master of Arts students and beginning museum technicians as they continue to work with their museums, cultural and art institutions and galleries while attending the program in the evening.
2. ATTAINMENT – To improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus on outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.	The program is meant to serve as a professional-training capstone to curricula in the arts and humanities, employing high-prestige faculty and administrators who are already working within the UIC system. As reported above, the areas of professional training are high-demand areas, particularly within the urban cultural center of Chicago.
3. DIVERSITY – To increase access and success in more diverse college student body and faculty ranks, including those with disabilities.	The current graduate program in art history enrolls students who represent a diverse population with respect to age, gender, and race/ethnicity. In particular, the Department of

	<p>Art History has demonstrated strength in recruiting and graduating female students. Women represent 83 % of the masters group. The Department has also had a record of enrolling and graduating a disproportionate population of Asian and African-American graduate students compared with other graduate institutions in the field.</p>
<p>4. EFFICIENCY – To promote efficiency and accountability in higher education operations.</p>	<p>The MAMES program is designed to graduate students in two years plus one summer, thus maximizing their educational training in museum and exhibition studies. Accountability will be built into this degree program by way of the internship and final project, which will be reviewed by the Department of Art History faculty and arts administrators within the College and/or with affiliation to the department and College.</p>

<p><b>4. Similar Programs</b></p>
<p>Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on existing similar programs.</p>

**Comparable Programs in Illinois:**

The proposed MAMES program at UIC is dramatically different from all other programs in the state. Within the public-university cohort, the programs at Eastern Illinois University, Illinois State University and Southern Illinois University are targeted programs to produce professionals working in specific sites and tasks quite different than those upon which the MAMES program is focused. None of these programs train in the visual arts or their histories or train their graduates in the visual arts museums, visual arts organizations, or galleries. Two private institutions offer programs that include the visual arts, but offer quite different emphases: The School of the Art Institute of Chicago draws heavily from practicing artists and arts professionals seeking to understand the institutions and systems of the arts world, and at a professional level draws those seeking training in organizational administration; Northwestern University offers a non-degree certificate program in the School for Continuing Studies that offers training for a predominantly volunteer-based docent and guide path.

Each of these programs evolves from disciplines quite different than art history. The three public programs are located in history and political science, and their focus is accordingly on the development of professionals for small history museums (house museums, local museums, and the like) and archivists and preservationists for government documents and repositories. Moreover, all three are located far from the centers of visual culture and visual arts that afford the background and testing for professional training in this area.

The private programs have closer disciplinary affiliation to visual arts and art history, and are proximate to the Chicago arts resources, but very different in focus and envision different outcomes for their graduates than those of the MAMES program. The School of the Art Institute of Chicago’s MA in Arts Administration and Policy sets as its mission the training of professional administrators for arts programs—city arts initiatives, public school arts programs, and, perhaps most importantly, arts advocacy agencies. Northwestern University’s program is a part of its broad Continuing Education program, which, as its mission statement reports, “prepares participants for professional or volunteer careers in administration and specialty disciplines within museums, zoos, aquariums, parks and botanical gardens.” Without an accredited degree program, the Northwestern certificate is meant as an enhancement to those professional-track students who enter, rather than a rigorous academic and professional training program.

Thus the MAMES program is unique in Illinois: combining a rigorous, accredited degree program that focuses on the visual arts and media; weaving theory, history, and practice within one program; and preparing its graduates with the necessary depth of academic training to take on the roles of curatorship, museum education, gallery ownership and management, research and development, and the like, by setting the professional practice training within an established academic department with a wide range of graduate course offerings appropriate to an equivalent variety of professional needs.

### **5. Future Employment Opportunities**

Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified above. 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 labor projections).

*For your reference: Link to the IDES Employment Projections: <http://lmi.ides.state.il.us/projections/employproj.htm>*

The UIC MAMES program will provide a high level professional education in museum and exhibition studies while preparing individuals to enter the growing field for curators, archivists and museum technicians. The program will prepare graduates to address both the short and long term needs of the state. As previously stated, the U.S. Department of Labor Occupational Outlook handbook 2008-09 projects employment of archivists, curators, and museum technicians is expected to increase 18 percent over the 2006-16 decade, faster than the average for all occupations.

Illinois has 20 museums covering a variety of fields, including natural history, contemporary art, photography and historic preservation. There are six cultural and civic centers in Illinois, five of which are located in the Chicago area and one in Urbana.<sup>3</sup> In addition, Illinois has 54 art galleries outside of the Chicago city limits, and Chicago has 134 listed<sup>4</sup> in a city with over 30

<sup>3</sup> State of Illinois Home Page, 2008 Illinois Information.

<sup>4</sup> Art-Collecting.Com, Illinois and Chicago art organizations.

million documented annual visitors.<sup>5</sup> All these represent employment demand for the program's graduates. Potential employment opportunities for MAMES graduates increase with Chicago Non-Profit organizations and Art centers (19), University Art Museums and Art Galleries in Illinois (12), Illinois Art Centers (14) and Illinois Non-Profit Organizations (11).<sup>6</sup> Altogether, Illinois generally and Chicago in particular represent a burgeoning market for the professionals the MAMES program is meant to supply.

Critical to the long-term growth of the Illinois economy are archivists, curators, and museum technicians who work for museums, art galleries, governments, colleges and universities, corporations, and other institutions that require experts to preserve important records and artifacts. These graduates will preserve important objects and documents, including works of art, photographs, artifacts of visual culture, and other historic objects important to society.

Chicago in particular and Illinois more generally is seeing a convergence of trends that contribute to current demand and the expectation of further demand for professionals in the areas the MAMES program is designed to provide. In an increasingly service-based economy, and in one in which cultural tourism and cultural attractions drive an increasing portion of the state's economy, managers and specialists in this area are in greater demand. In addition, the collection and exhibition of visual material, and/or the integration of visual material into teaching, further target the demand for MAME's graduates.

Archivists and curators plan and oversee the arrangement, cataloguing, and exhibition of collections and, along with technicians and conservators, maintain collections. They acquire and preserve important documents and other valuable items for permanent storage or display. They also describe, catalogue, and analyze, valuable objects for the benefit of researchers and the public. They also coordinate educational and public outreach programs, such as tours, workshops, lectures, and classes, and may work with the boards of institutions to administer plans and policies.<sup>7</sup> All of these skills are essentially critical to our future as a world-class state and city.

## **6. Background**

Describe the development of the program, including historical and institutional context of the program's development. Also discuss any special needs for this program as expressed by state agencies, industry, research centers, or other educational institutions.

The MAMES program evolved from two established programs, both located in the Art History Department at UIC, and the convergence of two institutions now housed within the College. For many years, the Art History Department offered a brief introduction to museum careers with its undergraduate "Certificate in Museology." While it was a small part of the program, it had strong demand, increasingly from graduate students in the College who were seeking professional training. The demand for a more rigorous graduate-level program was evidenced as well in the Art History graduate program, whose graduates were finding employment

<sup>5</sup> City of Chicago Department of Cultural Affairs, Office of Tourism. Page 69.

<sup>6</sup> Art-Collecting.Com, Illinois Art Organizations.

<sup>7</sup> U.S. Department of Labor, Bureau of Statistics, Curators, Archivist and Museum Technicians, Page 1.

opportunities in the museum, exhibitions, and gallery worlds as well as other, more unorthodox and evolving forms of exhibition—notably web-based visual archives.

At the same time, the College's oversight of two important visual exhibition sites within Chicago afforded a unique opportunity to combine the rigorous academic training offered in the Art History Department with practical and professional training in laboratory circumstances. Gallery 400, a visual arts exhibition venue, offered one such lab; the Jane Addams Hull House Museum provided another. The Directors of both these institutions already held appointments in the Art History Department, and both had the academic and professional credentials appropriate to graduate education.

In addition, the College served as a major international site for the study and production of new forms of visual culture, visual education, and visual production: web-based design; moving image production; cybernetic recreation through the Electronic Visualization program, and the critical study of these new media and their possibilities within the Art History Department.

The Art History Department and the College of Architecture and the Arts worked over a period of years to develop an interdisciplinary, state-of-the-art, professional program that could expand upon and more rigorously satisfy the demand for professionals in the areas of visual culture, education, exhibition and marketing. In doing so, it drew on long-standing relationships, formal and informal, with the major visual arts and exhibition sites in Chicago: the Museum of Contemporary Art, the Museum of Contemporary Photography, the Museum of the Art Institute of Chicago, the Field Museum, WTTW, the Chicago Public Library Cultural Center, and a number of private galleries and not-for-profit arts institutions. Many of these institutions had served as sites for internships by Art History students seeking the Museology Certificate; many more had alumni of the Department and the College in a wide range of positions. The Department and the College had already taught courses which drew upon these sites as laboratories and their administrators and professionals as teacher-mentors. As a consequence, the MAMES program already had the institutional, historical and professional ties to ensure its market.

Location of the program in the Art History Department was by far the most logical approach. The Art History Department is already a multidisciplinary unit, with historians, theorists, critics, and practitioners working on a wide range of subjects and themes, from the sprawling megacities of the 21<sup>st</sup> century to the gemlike paintings of the Renaissance, from the imagination of beauty to the art of social change. The College of Architecture and the Arts surrounds the Art History Department with schools of visual and performing arts and architecture, and both students and faculty move across the divides of discipline via the bridges of seminars, lectures, exhibitions, symposia and the wide range of informal interactions that mark a thriving metropolitan program in the visual and performing arts. This is in keeping with the location of the Program in the midst of a vibrant global metropolis. Chicago's architectural heritage, its extensive contemporary art community, its wide range of cultural institutions and its long history of mediating between tradition and innovation, past and future: all provide a range of resources and an equivalent field for study, training and experimentation. Home of the Terra Foundation for American Art and the MacArthur Foundation, Chicago is also a center of gravity for newly emerging immigrant communities, a seedbed for social and cultural argument and invention. With institutions as

varied as the Field Museum of Natural History, the National Museum of Mexican Art, the Museum of Contemporary Art and the Art Institute of Chicago—all of which house faculty or graduates of the Program or its predecessor (the Museology certificate program)—Chicago offers an unparalleled range of opportunities for study and training. From all these resources, students have the opportunity to develop a plan of study tailored to their particular goals, while simultaneously finding themselves exposed to a range of possibilities from which they may find their expectations evolve and deepen. With the final projects, developed in concert with their advisors and faculty, graduates of the program will produce works that cap their professional training and begin their professional lives.

## **7. Program Description**

Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives.

*Discuss the program's mode of delivery (e.g., face-to-face, online, hybrid, etc.).*

The Master of Arts in Museum and Exhibition Studies is designed to train professionals in the pragmatic skills and professional practices of the worlds of museums, galleries, and other, evolving exhibition venues, set within a demanding academic curriculum that provides the graduate with a deep intellectual and scholarly training essential to professional careers in the highest positions: directors of institutions; arts, architecture, and visual culture critics; curators; gallery directors; exhibition developers; and professionals within the rapidly emerging spheres of digital information sharing, particularly visual information. Students emerging with the Master's Degree are certified as having extensive knowledge of the practical and professional aspects of the museum, exhibition, and visual culture worlds, combined with a strong basis in the subject areas within which they will live their professional lives. In this regard, the program is poised to be unique within the US, in its combination of academic rigor and practical mastery. Its graduates will not only work within these professional spheres: they will also have the intellectual skills, the knowledge, and the training to shape this rapidly evolving field in which knowledge, information and ideas are presented in visual and spatial forms. As museums become increasingly "virtual," as patrons and those seeking information look increasingly to new forms of knowledge, from the podcast to the wiki, the MAMES program trains professionals who can respond to, anticipate, and invent, these new forms of knowledge transmission.

The MAMES program is a 51 credit hour program which offers an interdisciplinary degree integrating professional and critical practice. Full-time students typically devote two full years plus at least one summer workshop period to the coursework, internship, and final projects. Some courses may be offered as tightly-scheduled, intensive workshop-style immersion courses, in which students are expected to be on-campus for a full 10 days or more, after which they may complete that coursework at a distance, through collaboration with the faculty. Full-time resident students begin with the intensive summer introductory course, which connects them with the faculty and fellow students, the university environment, the laboratory spaces of the Jane Addams Hull House Museum and Gallery 400, and the cultural institutions and movements that will form the bulk of their learning environment over the next two years. In addition to this course, students must also take four other core courses, a supervised internship, and successfully complete a final capstone activity (thesis, exhibition, project, or other sanctioned capstone), for the two-year duration. These core courses afford a common body of knowledge and a common

language of critical analysis; but most of the program's coursework is targeted to the specific needs of the individual students through the selection of electives. Candidates work with the Program's faculty advisor to map out an appropriate academic plan of action; this includes not only coursework but also choices of internship training, exhibition project work, and critical writing appropriate to the goals of the candidate. Students may choose to focus their study in art history, in anthropology, in history, in urban studies, or in some other cross-disciplinary aggregate. In all cases, students are required to engage in a practical internship that introduces them to the professional environment in which they plan to spend their careers. These internships are developed through collaboration with the faculty advisor/Program Director, the student, and the institution. Students in the central areas of visual arts exhibitions would commonly intern at the region's major institutions—the Art Institute of Chicago, the Museum of Contemporary Art, etc.—or with the many galleries and arts organizations with which the Department has longstanding connections. Students with wider-ranging interests would be steered to appropriate sites of internship. For a student focused on criticism, such an internship might be located at the *Chicago Tribune* or the *Journal of the Society of Architectural Historians*; for one focused on “virtual exhibitions,” it might involve internship at a webdesign company. Depending upon the professional expectations of the candidate, the capstone activity may take a variety of forms: high-level internship in an area museum, gallery or presentation space, in which the student builds upon earlier internship experience to take a role of higher visibility and responsibility; a research thesis for the more scholarly; a selection of focused critical writing for those who seek a career in arts criticism; an exhibition design and execution; or some other form of demonstrated mastery of the area of study. Again, such projects are undertaken with the collaboration of the Faculty Advisor, and typically involve close collaboration with a faculty member or members within the Program.

While the specific capstone experiences (thesis or project) will be the result of the student's course of training, interest, and experience, some sample projects can be anticipated:

- develop and mount an exhibition at the site of internship or at an appropriate venue;
- assemble and edit the published (or web-site located) catalog to an exhibition or collection;
- develop a portfolio of professional critical writing appropriate to employment at a major newspaper or other venue;
- develop a website for an existing “bricks-and-mortar” institution;
- adapt an existing database software engine to track all aspects of an exhibition's progress—location of artworks, insurance value, shipping methods, agreements with lenders, specifications for exhibition, previous exhibition histories for exhibition objects, etc.;
- develop a business model for serving as an artist's agent using new media and presentation forms.

The goal of these capstone activities is threefold: to synthesize the student's program of learning; to move from student to professional status; and to provide an immediately appropriate sample of work which will serve to ensure employment upon graduation.

<b>8. Admission Requirements</b>
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Provide a brief narrative description of minimum admission requirements.
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*It is recommended that you place admission requirements into the UIC catalog format wherever possible. To view the format for admission requirements, please visit the graduate catalog at: <http://www.uic.edu/gcat/> or the undergraduate catalog at: <http://www.uic.edu/ucat/catalog/index.html>.*

Applicants are considered on an individual basis. In addition to the Graduate College minimum requirements, applicants must meet the following program requirements:

### **Master of Arts**

- **Baccalaureate Field** No restrictions.
- **Grade Point Average** At least 3.00/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study.
- **Tests Required** GRE General.
- **Minimum TOEFL Score** 650 (paper-based); 280 (computer-based); 95, with subscores of Reading 24, Listening 24, Speaking 24, and Writing 22 (new Internet-based TOEFL).
- **Letters of Recommendation** Three required from faculty members or others familiar with the applicant's training, ability, and experience.
- **Personal Statement** Applicants must submit a short statement of purpose.
- **Writing Sample** Applicants must submit a sample of their written work.
- **Application Deadlines** January 1 for applicants who wish to be considered for financial aid from the department, and March 15 for all other applicants.

### **9. Graduation Requirements**

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements.

*It is recommended that you place graduation requirements into the UIC catalog format. To view the format for catalog descriptions, please visit the graduate catalog at: <http://www.uic.edu/gcat/> or the undergraduate catalog at: <http://www.uic.edu/ucat/catalog/index.html> Please also include course descriptions, which can be copied from the web site <http://www.uic.edu/ucat/courses/>. New course should be entered into the Course Request System (CRS) and submitted simultaneously with this proposal.*

*Describe any potential impact the proposal has on other units. If you are including a course in your curriculum which is taught by another unit, make certain the other unit has agreed to this. Please forward all relevant emails with evidence of resolution of any issues affecting other units.*

*Indicate any program-specific articulation agreements with other institutions which will apply to this program.*

Mailing Address:

Department of Art History (MC 201)  
935 West Harrison Street  
Chicago, IL 60607-7039

Campus Location: 302 HH

Program Codes: 20FS0250MA (MA); 20FS0250PHD (PhD); Museum and Exhibition Studies:  
TBA

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Web site: <http://www.uic.edu/depts/arch/ah>

Chairperson, Department of Art History: Peter Bacon Hales

Director of Graduate Studies: Ellen T. Baird

The Department of Art History offers work leading to degrees at both the master's and doctoral levels. The Interdepartmental Concentration in Gender and Women's Studies is available to students in this program. The Master of Arts in Art History offers study and research in the general areas of the history of architecture and art. The Master of Arts in Museum and Exhibition Studies offers a synthesis of research, scholarly training and professional practice appropriate to the professions in the museum and exhibition worlds. The PhD in Art History is designed to promote intellectual inquiry and provide professional-level training in the discipline, in a program that provides both wide coverage and particular depth in two broad areas of unusual and exceptional faculty strengths. These two areas, which encompass the entire faculty, are the History of Art of the Americas and the History of Architecture, Design, and Urbanism. Students may also pursue topics that cross both areas of focus or expand beyond them.

## Master of Arts in Museum and Exhibition Studies

- **Minimum Semester Hours Required** 51
- *Required Courses:* AH 532, 542, 543, 544, 545, 582 (total of 23 hours)
- *Elective Courses:* 20 hours, chosen in consultation with a faculty adviser.
- **Comprehensive Examination** Not required.
- **Thesis, Project, or Course-Work-Only Options** Thesis, project or course work (exhibition) only. No other options are available. Students may choose one of the following:
  - *Thesis:* Must take at least 8 hours in thesis research (AH 598). No more than 8 hours of AH 598 can be applied toward the degree.
  - *Project:* Must take at least 8 hours of project (AH 597). No more than 8 hours of AH 597 can be applied toward the degree.

### Required Course Descriptions:

#### AH 532 Museum and Exhibition Studies Workshop

**3 hours.** Practical, theoretical and institutional settings of the museum and exhibition professions. Students meet in seminar environments, read and discuss core texts and ideas; travel to representative exhibition and cultural heritage sites. Extensive computer use required. Field trip required at a nominal fee. Field work required. Prerequisite(s): Approval of the department. **(new course)**

#### AH 542 Material and Display Practices for Exhibitions

**4 hours.** Core course in material and display practices. Exposure to the mechanics of preparing exhibitions in physical and virtual environment; exhibition planning, design, management and marketing. Prerequisite(s): Approval of the department. **(new course)**

#### AH 543 Writing for Exhibitions

**4 hours.** Practicum in producing texts for sites across physical and virtual museum and exhibition environments, from labels to exhibition catalogs. Includes digital and virtual exhibition venues. Extensive computer use required. Prerequisite(s): Approval of the department. **(new course)**

**AH 544 Methods and Approaches to Creating Public Interaction in Museum Studies**

**4 hours.** Development of methods of audience and public interaction with exhibiting institutions and forms. Includes practicum in publicity, promotion, audience-development assessment. Prerequisite(s): Approval of the department. **(new course)**

**AH 545 Museum Genres, Practices and Institution**

**4 hours.** History of museums, cultural heritage sites, other sites of preservation and exhibition; includes discussion of contemporary sites of virtual display. Field trips to multiple cultural sites in Chicago area. Extensive computer use required. Field work required. Prerequisite(s): Approval of the department. **(new course)**

**AH 582 Supervised Internship in Museum and Exhibition Studies**

**4 hours.** Practical supervised experience in institutions serving the visual arts. Placements in museums; community arts centers; college, commercial, or non-traditional galleries; public agencies, and commercial and not-for profit sites appropriate to the student's area of study. Satisfactory/Unsatisfactory grading only. Prerequisite(s): Approval of the department. **(new course)**

**Capstone:**

**AH 597. Project Research**

**0 to 8 Hours.** Capstone project appropriate to area of study, developed in consultation with graduate advisor. Projects may cover areas of visual exhibition, or professional practice that fall outside traditional boundaries of scholarly research: website design; organizational management projects; festivals; collaborations arranged among different institutions, and the like. May be repeated to a maximum of 8 hours. Satisfactory/Unsatisfactory grading only. Prerequisite(s): Approval of the department. **(new course)**

**AH 598 Master's Thesis Research**

**0 TO 8 hours.** Individual research under faculty direction. Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 8 hours. *Prerequisite(s):* Consent of the instructor.

<b>10. Student Outcomes</b>
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Explain what students are expected to know and/or be able to do upon completing the program.
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Students in the program are to be trained in the broad themes and philosophies underlying the exhibition of objects of human production, from artifacts to art. Students will be trained in the skills of professional writing for a variety of purposes; in the skills of exhibition design and execution; in the skills necessary for successful grantwriting and fundraising; in management and personnel skills. Most importantly, however, the students are trained in the surrounding fields

that museums and exhibition venues are typically devoted to supporting: the culture and arts of human heritage.

Students in the MAMES program will be immersed in the larger mission of the graduate programs of the Art History Department, which has a proven track record as a high-level training center for scholar-teachers and professionals in the arts and their history. Their very engagement with the department, and with the university more generally, is conveyed through the elective courses they take under the supervision of the Program's Advisor and in consultation with appropriate faculty. This means that the student leaves the program not simply with professional skills of a technical or specialized nature, but with the underlying foundation in the theories and practices of visual culture, the arts, and the public sphere, seen within the context of the broad sweep of human history.

At the same time, the MAMES program affords them the opportunity for close study and immersive training in the professions that are found in the museum and exhibitions worlds. Through interaction with professionals both in the classroom and in internship settings, through close study of institutions and programs on a case-study basis, and through training in specific skills required of subspecialties within the field, the students are prepared to enter the museum and exhibition professions at the highest levels and in the most significant institutions.

As importantly, however, the Program trains its students in new media, new methods of presentation, and new cultures of production and consumption of human artifacts. Over the past decades, the museum and exhibition worlds have been rocked by crises concerning heritage and ownership of cultural artifacts, repatriation, restoration, authenticity and duplication, and inclusiveness to new and underserved audiences. Chicago is a unique locale for the study of these new trends, for it is both at the center of the controversies, and hosts some of the most important thinkers and activists developing new solutions to new conditions. By making use of these resources, the MAMES Program ensures that its graduates are both credentialed at the highest level, and prepared to think with the necessary discipline and imagination about problems and opportunities only now emerging.

The practical tools for these vocations are available at the University, in the School and in the Department: training in web-based presentation skills; mastery of archival and preservation skills (from exhibition and collections management to architectural records research, organization of collections, and their indexing), and audience development and public relations techniques, all will be part of the curriculum, imbedded in the core courses, analyzed and discussed in the context of the electives, and honed in practical form in the internships.

Finally, a program of this scope and rigor is designed to train its graduates in more intangible but equally essential skills. Leadership ability-- vision, articulateness, persuasive writing and speaking skills, social and interpersonal skills—is perhaps the Program's highest goal.

Upon graduation with the Master's Degree, students will be prepared for a wide variety of professional careers, depending upon their focus of study within the multidisciplinary program. However, all students will have a shared repertoire of skills and abilities: they will be able to:

- apply their rigorous training in art history, theory, and criticism to the professional spheres of exhibitions and museum practices;
- apply knowledge of the organizational and managerial “maps” of existing exhibitions institutions in a professional setting;
- extrapolate from those existing institutions novel and appropriate new modes of information-dissemination in the visual spheres;
- organize and archive visual materials in ways appropriate to efficient access, safe and appropriate storage and preservation, and usefulness for a wide variety of users with differing needs;
- exhibit the leadership skills necessary to manage complex museum and arts organization departments and programs;
- write clearly, articulately, accurately and persuasively about the visual objects under their purview;
- prepare exhibitions in physical and virtual environments.

<p><b>11. Assessment of Student Learning</b></p>
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<p>Describe how the realization of student outcomes identified above will be measured. Measures may include end- or near-end-of-program assessment of student learning, in addition to course – by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post- testing (value-added assessment).</p>
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Student learning assessment follows the trajectory of student learning:

- early assessment of individual strengths, weaknesses, and professional plans by consultation with individual faculty advisor, resulting in tailored program of electives, interim internship, and capstone.
- grading of work by professors within the traditional courses required and serving as electives.
- mid-program review by faculty committee with advisor collaboration. This review assesses student performance in the courses thus far taken; coherence and appropriateness of trajectory; mastery of critical, writing, and organizational skills; and progress toward degree.
- mid-program assessment meeting with advisor and student to reorient program and apprise student of progress. This meeting not only communicates the findings of the mid-program review; it also affords the student the opportunity to revise the academic program, to seek an appropriate internship, to begin the development of a capstone activity.
- evaluation of internship by appropriate on-site supervisor. This evaluation provides an opportunity to test the student within a professional setting, and to introduce outside evaluation by a professional supervisor as to appropriateness of training heretofore, work habits, professional demeanor, and areas of strength and weakness that can be applied to modify the final period of the program.
- capstone activity. The capstone is evaluated by the faculty committee in consultation with the advisor and the appropriate outside capstone supervisor or evaluator (gallery owner or director,

for example, or museum curator). Because the capstone serves not only as a final project, but also as the basic presentation for professional employment, evaluation occurs not only at the end, but throughout the process. This is similar to the ways a Master's thesis is reviewed—in prospectus, in outline, in early drafts, and in final form. Students choosing the thesis option will follow the standard evaluations devised for all thesis work.

<b>12. Program Accreditation</b>
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Described the institution's plans for seeking programmatic accreditation if applicable.
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**This does not apply to this degree program.**

<b>13. Graduate Licensure</b>
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Indicate if this program prepares graduates for entry into a career or profession that is regulated by the state of Illinois. If so, indicate how the program is aligned with licensure/certification and/or entitlement requirements.
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**This does not apply to this degree program.**

<b>14. Program Assessment</b>
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<p>a. Describe the program's assessment plan, which should include the following elements serving a distinct student population;</p> <ul style="list-style-type: none"> <li>• Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification/licensure examinations;</li> <li>• Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and</li> <li>• Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.</li> <li>• The program assessment plan should indicate submission of a progress report during the 3<sup>rd</sup> year of operation and participation in the IBHE's 8-year program review process.</li> </ul>
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All programs at UIC undergo formal self-study evaluation at regular intervals, as required by the IBHE. These include the development of an internal self-study document, and the recruitment of highly regarded outside evaluators who review the internal report, make onsite visits, and write a separate and independent report.

Within the Art History Department, all programs undergo semester-by-semester reviews, in which classroom visitations, statistical analysis of recruitment, admissions, and retention numbers, fiscal goals, and student evaluations, are all applied. In addition, the Graduate Program Committee is charged with long-term evaluation of goals and achievements. Alumni tracking is used to evaluate both long-term goal achievement and particulars of individual student programs.

The Art History Department already has in place a comprehensive ongoing program evaluation process, which includes regular program review, student exit interviews, follow-up interviews

with graduates, and analysis of long term employment and education outcomes for graduates. These include scholarly production both by students within the programs and by graduates of the programs.

In addition to the application of these measures, the Department expects to keep more detailed post-graduation employment records specifically applicable to the program's goal of training museum and exhibition professionals at the highest levels.

One of the strategies employed by the Department in its other programs involves solicitation of responses from graduates at various points in their post-graduation careers, in which they are requested to evaluate ways they think the program can improve to comply with new trends in the field. We expect to implement a similar program with the MAMES degree.

The Department also expects to continue the specific programs in place within the Department and the College of Architecture and the Arts in which statistics regarding both in-program progress and post-graduate career and professional progress are measured, including retention and graduation times, time to employment statistics, and career mobility tracking of graduates.

In the case of this program more specifically, periodic review of the capstone activities and evaluation of their effectiveness in career trajectory will be implemented by the Director in concert with the Graduate Program Committee. Similarly, ongoing interaction, both formal and informal, between the Director and the various institutions and individuals providing internship opportunities is essential, both to evaluation of the internship system, and to ensure continued satisfaction of the hosts with their internship experience. The Department has learned from its Museology Certificate program in the past that these contacts are instrumental in linking the program to its professional institutions.

b. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success may include such specific outcomes as:

- Percent pass rate of graduates on end-of-program certification/licensure examinations;
- Enrollment of graduates in graduate and/or professional programs or other subsequent education;
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Graduate/employer satisfaction with the program;
- Retention and graduation rates and time-to-degree completion;
- Percent of students involved in faculty research or other projects; and
- Percent of graduate students presenting or publishing papers.

The Department has a highly personal, student-by-student, evaluation system. Students are assigned individual faculty advisors, who track their in-program progress and follow their careers after graduation. A Director of Graduate Studies oversees all administrative aspects of each student's career, from first query through application, matriculation, coursework, final work, and graduation. Annually, the entire department meets to evaluate every student's progress, and reports are issued and files kept on the outcomes of these evaluations. From such

evaluations, advisors are directed to specific tasks to improve student satisfaction and student performance.

In the case of the MAMES program, this will be supplemented with a more systematic gathering of ongoing professional placement data from graduates. This has two effects: it enables adaptation of the program to changing vocational and professional needs; and it maintains linkages between alumni and the program that measurably improve graduate employment opportunities.

<b>15. Budget Narrative</b>
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Provide a brief narrative of the resource requirements included in the Budget Table.
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*See item 18 and accompanying excel table. You should consult your college budget/finance office for guidance when completing the budget table and narrative. Note that the budget will be forwarded to the Office of Budget and Program Analysis (BPA) for review, and you may wish to consult staff in that office as you complete this section.*

*Also briefly explain the “student enrollment projections” table.*

The MAMES program will have a maximum enrollment of 8 new students accepted each year, 16 full-time students projected to be enrolled by year two. Based on the current graduate program enrollments, the Department of Art History anticipates that about one fourth of our new full-time students may be from out of state. The College will offer a MAMES degree program in Fall 2010. We are expecting to graduate 8 students each year starting in year two.

Based on these enrollment projections and current faculty expertise, we plan on hiring a full-time faculty member specializing in Museum Studies at \$55,000 annual salary in Year 1. Other instructional resources are projected internal professional faculty and adjunct faculty (for a first year total expense of \$23,000) and 1 graduate assistant at 25% effort per semester (\$3,750). We will staff this program with a 50% program coordinator at \$20,000 annually.

The proposed MAMES degree will add to the positive cash flow of the Department of Art History and the College of Architecture and the Arts and will generate an additional income stream for the campus.

With a proposed tuition differential of \$5,000 a year, the program will break even during year 1 (FY2011) when revenue over expenses are expected to be \$37,580. A proposal has gone to the Board of Trustees for the special tuition differential that will set tuition for this program a bit higher than the College charges in its other professional master’s degree program. Tuition differential will be returned to the College with a percentage retained by the campus for overhead.

<b>16. Facilities and Equipment</b>
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Describe the facilities and equipment available to develop and maintain a quality program including buildings, classrooms, laboratories, and equipment, clinical sites, office space, and library resources.
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*Library faculty can help you determine the answers to library resource questions. Just ask at [lib-book@uic.edu](mailto:lib-book@uic.edu) or call 312-996-2730.*

Current faculty, staff and support services for the department will be utilized for this program. There will not be any need for facility expansion or additional equipment. The college's current seminar spaces are more than adequate for the integration of this new program into the Department of Art History. Additionally, students will utilize Gallery 400 and the Jane Addams Hull House Museum for instruction and workshops. The Directors of both institutions serve on the faculty of the Art History Department already, and teach courses within the department. Internships and professional training are already offered at both sites for graduate students in the department.

UIC's Library has a rich collection of materials and resources necessary to the field. The Library has reviewed the proposal for the Master of Arts in Museum and Exhibition Studies. To support the work of individual faculty and other programs, the Library has in the past collected resources relevant to Museum and Exhibition Studies. Recent acquisition of ARTStor and other museum-based databases and online resources further enrich the curriculum. Museum and Exhibition Studies faculty and Library faculty find that current library resources are adequate, so no additional University Library funding will be necessary.

#### **17. Faculty and Staff**

Describe the personnel resources available to develop and maintain a 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 the faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The Art History Department currently has a number of faculty members who are trained in the broad field of museum studies, have active exhibition experience, and are prepared to offer both core and elective courses in the area. These include both tenured and tenure-track faculty, and adjunct faculty with dual appointments in the department and in administrative areas directly related to the field, notably the Director of the Jane Addams Hull House Museum and the Director of the University's Gallery 400. The expectation of a reallocation of faculty resources from underutilized areas in the department to the program is a longer-term strategy as the program grows. The following are examples of this range:

-Hannah Higgins has curated exhibitions in the US and abroad; she has also taught courses whose capstone activities involved collaborations resulting in exhibitions, notably at Gallery 400.

-Peter Hales was Director of MoMing Gallery during its heyday; he has supervised exhibitions of photographs—his own and others'—in the US; he has served as a critic and arts journalist, and writes extensively about the visual culture field.

Ellen T. Baird has developed exhibitions in her areas of specialty; most recently, she curated a major exhibition at the Newberry Library which included developing a web-based exhibition and editing a variety of support materials.

Lisa Yun Lee, Director of the Jane Addams Hull House Museum, holds a doctorate from Duke University; her book, *The Dialectics of the Body*, was published by Taylor & Frances. She has taught a variety of exhibition-studies-related courses for the Art History Department, in which she holds a faculty appointment.

Lorelei Stewart, Director of Gallery 400, also holds a faculty appointment in the Art History Department, where she teaches courses in museum and exhibition studies, often in collaborative teaching arrangements with the Museum of Contemporary Art.

The Department has a stellar record of teaching and scholarly effectiveness. A majority of the faculty have won one or more teaching awards, in some cases multiple times. The faculty have been honored with a wide variety of University and outside awards, ranging from Distinguished Professorship to National Endowment For the Humanities and Fulbright Fellowships.

This reputation is expected to enable the department to recruit at the highest level for the Director of the MAMES program. The candidate will be expected to have substantial exhibitions and/or museum experience, advanced academic credentials and a reputation for or evident promise of scholarly research, as well as administrative skills and experience appropriate to the position. This position will bridge the “venues” within which the program takes place: the academic classroom; the professional arena where internships are arranged; and the broader multidisciplinary realm of the College of Architecture and the Arts.

The department plans to apply its existing evaluation processes to the formal courses. Courses are routinely evaluated using the University’s standard evaluation instruments; in addition, all faculty, including tenured faculty, are subjected to a rigorous teaching review, which includes classroom visitation by at least two faculty in each class, at three year intervals or less. In addition, evaluation of the Director, of the internship programs, and of the practicum areas, will be developed with outside consultants as necessary.

<b>18. Enrollment, Cost, and Expenditure Estimates</b>
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Enter data into the three Excel spreadsheets contained in file, INPart2 UI.xls
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*“Estimated Expenditures” tab to be completed ONLY if requesting new funds directly from the State.*

+

**Please see attached Excel spreadsheets.**

**STUDENT ENROLLMENT PROJECTIONS FOR THE PROPOSED PROGRAM  
Illinois Higher Education**

	Year of Operation				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall headcount)	8	16	16	16	16
Annual Full-Time Equivalent Majors	8	16	16	16	16
Annual Credit Hours in EXISTING Courses*	96	160	160	160	160
Annual Credit Hours in NEW Courses*	120	248	248	248	248
Annual Number of Degrees Awarded		8	8	8	8

Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Estimated Costs and Sources of Funds for Proposed Program						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
<b>Expenditure</b>						
	Personnel					
	Faculty Count	by # of FTE	1.25	1.25	1.25	1.25
		Personal Services in \$	98000	100940	103968	107087
	Other Personnel Costs in \$		3750	3875	4000	4125
	Supplies, Services, Equipment <sup>1</sup> in \$		34000	24030	14151	14576
	Facilities in \$					
		<b>Total</b>	<b>135750</b>	<b>128845</b>	<b>122119</b>	<b>125788</b>
<b>Resources</b>						
	Current Unit		135750	128845	122119	125788
	Other Internal Sources <sup>2</sup>					
	Federal Funds					
	Fees, Sales, Other Income					
	New State Appropriation <sup>3</sup>					
		<b>Total</b>	<b>135750</b>	<b>128845</b>	<b>122119</b>	<b>125788</b>

1 Includes expenditures for library resources.

2 Reallocation within institution from other budgetary unit.

3 Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

New tuition is usually included in "current unit."

**Title:** Revision of the Ph.D. in Learning Sciences

**Sponsor:** Learning Sciences Coordinating Committee, College of Liberal Arts and Sciences, College of Education, College of Engineering, and the Graduate College

**Description:** The Ph.D. in Learning Sciences currently consists of seven core courses: LRSC 500, 501, 502, 503, 511, 512, and 513. The Learning Sciences Coordinating Committee is proposing: (1) the elimination of one core course LRSC 502, Research Methods in Learning Sciences II, (2) the revision of LRSC 501, Research Methods in Learning Sciences I and (3) to integrate core lessons from LRSC 502 into LRSC 501.

Total hours required for the degree remain the same at 96.

**Justification:** The Learning Sciences Doctoral Program is a new program for UIC (2007). It was designed with two core research methods courses. Experience now indicates that one of these is redundant. Current student responses are consistent with this conclusion. The faculty also find that this as a strong concern for the core program. The solution is to create one solid Research Methods course in Learning Sciences, LRSC 501. The revised course, LRSC 501: Research Methods in Learning Sciences will focus on: (1) an introduction to the philosophical bases of scientific argumentation in Learning Sciences research as they apply to the diverse problems that characterize the Learning Sciences; (2) an overview of many research methodologies used to investigate research questions in the Learning Sciences, with an emphasis on development of a research question and the appropriateness of different research methods for varying questions about learning and learners; (3) in-depth analysis of “case studies” of Learning Sciences research programs and their changing use of methods over time; and (4) an introduction to issues related to design-based research. The in-depth analysis of “case studies” had been a major focus of the course which would be dropped, LRSC 502.

**Catalog Statement:** See attached

**Minority Impact Statement:** No impact is expected for any student.

**Budgetary and Staff Implications:** Learning Sciences courses are taught by three 0.5 FTE line faculty and program faculty from other affiliated departments. Having one fewer core courses will decrease the associated overload issues.

**Library Resource Implications:** Students will use current library materials and resources. No additional resources or services, above normal, will incur.

**Space Implications:** This revision will not impact space demands.

**Unit (e.g. department) approval date:** Learning Sciences Coordinating Committee: Feb 3, 2009

**College (educational policy committee, faculty) approval dates:** LAS Educational Policy Comm.: February 23, 2009; Faculty in the College of Liberal Arts and Sciences: March 2, 2009; College of Education Educational Programs and Policies Committee: September 10, 2009; College of Engineering: August 21, 2009

Revised on 10/20/09

1

**Contact Person:** Deana Donzal, Associate Director, Learning Sciences (deana@uic.edu)  
Professor Donald Wink; Director of Graduate Studies, Learning Sciences (dwink@uic.edu)

**Proposed Effective Date:** Spring 2010

**Course Descriptions:**

**LRSC 501 Research Methods in the Learning Sciences (Revised)**

**4 hours.** Focuses on understanding the components of research design and scientific arguments as they apply to the diverse research issues investigated in the learning sciences. *Prerequisite(s):* LRSC 500 and admission to the Ph.D. program in the Learning Sciences or consent of the instructor.

**LRSC 502 Research Methods in the Learning Sciences II (Dropped)**

**4 hours.** Focuses on deepening students understanding of the components of scientific arguments and execution of the research design and analysis process as they apply to the diverse research problems that characterize the Learning Sciences. *Prerequisite(s):* LRSC 500 and LRSC 501 and admission to the Ph.D. program in Learning Sciences; or consent of the instructor.

## Catalog Statement

### Current

#### **Degree Requirements**

In addition to the Graduate College minimum requirements, students must meet the following program requirements:

#### **Doctor of Philosophy**

- **Minimum Semester Hours Required** 96. For applicants holding a master's degree, the admissions process includes an evaluation of the applicant's record, desired specialization, and a decision regarding any modifications to the Learning Sciences program requirements.
- **Course Work** *Required Courses:* LRSC 500, 501, 502, 503, 511, 512, 513, 540, 590, and 599.
- **Examinations** Students will be required to submit an annual review,\* following a template provided by the Learning Sciences program, to show evidence of academic and professional progress. Required courses specify examination requirements.
- **Comprehensive Qualifying Examination:** Required portfolio examination. From each core course, students generate at least one product or document that contributes to the portfolio. The student may also include such products from specialization and elective courses. In addition, evidence of research and inquiry activity is to be included in the portfolio. Upon completion of the core courses or the required portfolio items the student will orally defend the contents of the portfolio before a committee of LS faculty who will determine passing or failing of the comprehensive exam.
- **Preliminary Examination:** Required. The preliminary exam is an oral defense of the completed dissertation proposal and is taken after successful completion of the comprehensive qualifying exam. The primary purpose of the preliminary examination is review and approval of the thesis research proposal and admission of the student to the dissertation research stage of degree candidacy.
- **Thesis Research** Required. The completed thesis research must be defended orally and publicly before a thesis committee.

### Proposed

Same

#### **Doctor of Philosophy**

Same

- **Course Work** *Required Courses:* LRSC 500, 501, 503, 511, 512, 513, 540, 590, and 599.

Same

Current

*\*Annual Review Required: While it is not, strictly considered, an examination, an annual student assessment will constitute the first step in a two-step student assessment process, of which the comprehensive written exam is the second part. In the first part, each student will submit an annual review to the doctoral advisor, consisting of a record of progress through the program, relevant professional experiences, and, importantly, candidate self-assessment of academic and professional progress. Failure to submit an annual review upon repeat notification to students will constitute evidence of insufficient progress through the program, leading to consideration of dismissal from the program. Due process will be observed to protect student rights and program integrity.*

Proposed

**Title:** Establishment of the Doctor of Dental Surgery (DDS)*[to be redesignated as the Doctor of Dental Medicine (DMD)]* Master of Science in Clinical Translational Science (MS in CTS) Joint Degree Program

**Sponsor:** School of Public Health (SPH) and College of Dentistry

**Description:**

The College of Dentistry and The School of Public Health propose to offer a joint DDS (DMD)/MS in Clinical and Translational Science degree program. The five year program will prepare dental school graduates with the skills required to combine their clinical knowledge with the knowledge and skills needed to conduct research to prepare them for careers as clinical researchers. The program responds to the shortage of qualified dental faculty skilled in clinical research. The program will train individuals in dentistry and clinical research so that they will be able to conduct in-depth and relevant clinical research. Graduates will be eligible for further training in specialty programs and will be able to advance successfully to tenure-track positions in dental schools that require research for promotion. Applicants will be those dental students interested in pursuing careers in academic dentistry who have a demonstrated interest in conducting research in the clinical and translational sciences. Specific admissions criteria are outlined on page 5. A maximum of 8 hours may be shared between the two programs, as described beginning on page 6.

The College of Dentistry recently decided to revise the dentistry curriculum and offer a DMD degree rather than the DDS degree. Although it is unclear when changes to the curriculum will begin to be implemented, it is clear that the DMD degree will offer more flexibility to students enrolled in the joint MS in CTS program. Therefore, when the DMD degree is implemented, the joint degree will become DMD/MS in CTS.

Progression through the program: The most common timeline for students who will complete the DDS (DMD)/MS in CTS joint degree program is outlined below. The program timeline may be adjusted in response to the specific training and research needs of individual students.

The program will typically require one year beyond the commitment to the DDS (DMD) program. Interested students are encouraged to apply as soon as possible, but must apply no later than May 1 of the D1 year. Selection will be determined based on previous academic achievement, research potential, commitment to CTS as evidenced by participation in research, and recommendation from at least two suitable researchers.

Participating dental students will begin both the didactic and research portions of the MS program in a one-year pull-out beginning in what would have been their D2 Fall semester. They would re-start the dental curriculum the following fall semester. This timing would allow students to nearly complete the basic science components of the dental curriculum and take Part I of the National Boards prior to the MS pull-out. Upon admission to the MS in CTS program, students will participate in a variety of seminars and workshops, which are described in greater detail below. They will be expected to continue to participate in these seminars and workshops until the completion of the joint program. At the beginning of the "year out" (second year), participating students would select a research mentor and members of the thesis examining committee. During the

MS in CTS “year out” students will complete the MS in CTS coursework during the fall and spring semesters. They will start their mentored research (as described in greater detail below) during the spring semester and will focus on this research for the following three-month period during which they will also complete the grant writing course. The grant writing course will be an independent section of HPA 590 designed specifically for joint degree students and will focus on developing an answerable question, conducting a literature review, drafting specific aims, and understanding the multiple components of a grant application. During the participating students’ third year, they would re-start their pre-clinical training during the fall semester. The students would continue their mentored research project during the third through fifth years. These students would have an alternative project (DADM 325, or, in the DMD program, DCLE 341/342/343) from the community service component of the extramural clinical rotations of the D4 year and instead devote this 60 day time period (12 weeks) to completing the mentored research project. The project would result in a thesis paper in the form of a journal article describing the research. During the fifth year, students would apply for the dental license. If students choose to apply to specialty programs for further training, the advisory committee would advise the student during the specialty application so that the student’s research interests would fit the specialty training program.

Seminars and Workshops: Upon admission into the joint program, students will be invited to attend a series of seminars and workshops that introduce clinical and translational research topics and supplement formal coursework. Joint degree students will attend these seminars throughout the entire program in order to provide continuity and ongoing exposure to the different sets of skills needed when engaging in clinical and translational research.

The Clinical and Translational Seminar series is a monthly seminar series that spans the clinical and translational sciences with speakers representing the full spectrum of research from community-based intervention to laboratory-based translational studies. All CCTS-associated fellows, including those in the MS in CTS, Pre-doctoral Education for Clinical and Translational Scientists Fellowship (PECTS T32), and CCTS Scholars Program (K12 type training program for junior faculty), are encouraged to attend this seminar series.

A Professional Development Workshop series (typically 4-6 per year) introduces trainees to a variety of professional development topics, including responding to grant and publication critiques, exploring various funding sources, submitting an NIH grant, the IRB process, and getting the most from the mentor-mentee relationship.

The Works-In-Progress Seminar series takes place monthly and provides an opportunity for joint degree students, as well as trainees in the MS, PECTS T32, and CCTS Scholars programs to present their work at two stages in their research: initially, when conceptual and design issues dominate and brainstorming with other trainees and mentors is critical, and after preliminary results are available to provide a “lessons learned” summary to their peers and to discuss analytical refinements, the implications of their results and the next steps for their research. This monthly workshop will provide an opportunity for joint degree students and trainees in the various CCTS training programs (K30, T32, and K12), who are at quite different stages in their professional development and from different disciplines, to both provide and receive critiques of their research ideas. Joint degree students will be encouraged to attend the Works In Progress Seminars as soon as they enter the program, and will be required to present, as appropriate, during their last two years in the program.

Mentored Research: Since many of the research-associated skills are not taught in courses, it is essential for students to conduct research under the guidance of experienced clinical researchers. Joint degree students will meet with the program director as soon as possible after their admission into the program and will identify their research interests. The director, in cooperation with the head of the MS mentoring program will identify some possible mentors, faculty, experienced both in research and in mentoring, whose research programs are large enough to enable the student to conduct a Master's level research study and to participate in a larger research community. Students will select a mentor before the end of the first semester of the "year out." The primary mentor and student will then select additional mentoring committee members with appropriate knowledge and skills relevant to the proposed project. As with all MS students, mentors will report on mentee progress for each semester, and conversely mentees will both formally rate the performance of their mentors and will meet with the program director to discuss any concerns that arise.

A maximum of 8 hours may be shared between the two programs, as described beginning on page 6.

**Justification:**

The proposed program responds to two needs: the shortage of qualified dental faculty who can advance to tenure-track positions and the shortage of qualified clinical researchers. A large body of literature describes a shortage of faculty candidates throughout the US that limits dental schools' capacity to recruit and fill faculty vacancies. This shortage is exacerbated by the dependence of dental schools' promotion and tenure standards on faculty research. The traditional dental curriculum does not include research training, an addition that would allow the increase of qualified individuals for faculty positions. There is also a widespread consensus that the US is facing a shortage of qualified researchers in clinical research. There is a growing need for skilled clinical investigators to apply the advances in basic science and biotechnology to clinical practice, "from the bench to the bedside" as well as translate clinical science into practice, "from study to practice" and "from practice to policy" so that these advances improve population health. Through didactic coursework, a series of workshops and seminars, and a mentored research project, the joint DDS (DMD)/MS in CTS will help build a new generation of dental faculty and clinical investigators focused on teaching evidence-based dentistry and improving patient health through research.

The School of Public Health has long provided supplemental education for UIC health professions students. We anticipate that students with clinical research goals will choose to combine the MS in Clinical and Translational Science with their dental studies to provide CTS research skills. Dental students will choose this option if they do not want the disciplinary research education provided by the PhD in Oral Sciences program, but do want to acquire the skills needed for clinical research. At the conclusion of the program, graduates of the DDS (DMD)/MS program will understand the basic analytical tools used by biostatisticians and epidemiologists, supplemented by a broad array of relevant electives that will provide the basic concepts and theories consistent with each student's goals and objectives. They will be able to communicate their insights effectively, identify sources of funding, draft the elements of a grant application, and ensure the ethical treatment of their subjects. Finally, as apprentice clinical investigators, they will learn how to participate in a broader multidisciplinary research community that includes basic and social scientists, as well as clinicians from other areas of clinical practice. Graduates of the joint DDS

(DMD)/MS in Clinical and Translational Science will have the skills to direct a broad range of clinical studies, including the translation of scientific knowledge into clinical practice, and will be able to interact effectively within all of the complementary disciplines within which clinical investigators need to collaborate.

### **Admission Criteria:**

A student must meet the admissions criteria of both programs and is admitted separately to each through separate applications. Students will also be required to submit a joint degree application to the College of Dentistry. Acceptance into the DDS (DMD)/MS Joint Degree Program requires approval by the DDS (DMD)/MS Joint Degree Committee. For students applying to both programs simultaneously, MS admission will be contingent upon both admission to the DDS(DMD) program and the support of the College of Dentistry Director of Graduate Studies.

The UIC College of Dentistry participates in the American Dental Schools Application Service (AADSAS). Applications for admission to the DDS (DMD) program must be directed through AADSAS and can be submitted between June 1st and December 1st of the year prior to matriculation. Applicants will also be required to submit directly to the College of Dentistry transcripts from all post-high school institutions attended.

The UIC School of Public Health participates in the Schools of Public Health Application Service (SOPHAS). Prior to admitting students into the MS in CTS degree, HPA will check with COD to determine whether the student has been accepted into the DDS (DMD) program.

Admission to the MS in CTS program will be determined based on the support of the College of Dentistry Director of Graduate Studies, previous academic achievement, research potential, commitment to CTS as evidenced by prior participation in clinical research, and two letters of recommendation, one of which must be from a suitable clinical researcher who can attest to the applicant's research abilities. Both letters of recommendation should address a) the applicant's previous achievements in research and/or academics; b) the applicant's potential for successfully completing a clinical/translational research project; c) analysis of the applicant's career plans and commitment to research, and d) how the joint degree would advance these plans.

Applicants will also submit a personal statement detailing accomplishments to date, and career goals and plans. Specifically, applicants should address background information relevant to their interest in clinical and translational research, and how additional training through the DDS (DMD)/MS in CTS program would help achieve these goals. The applicant should provide any prior or ongoing research experience and explain how this might interface with the joint degree program.

We assume that most students will enter through the College of Dentistry first since Dentistry is the primary area of interest. Students already enrolled at the College of Dentistry are to contact the Director of Graduate Studies for further information.

A DDS (DMD) student must apply to the MS by May 1 of the D1 year, so that the student may enroll in MS coursework during the fall of what would be the D2 year.

All students in the DDS (DMD)/MS program must pursue the joint degree at a full-time pace.

**Satisfactory Progression  
Through the Program:**

For the College of Dentistry, the student must require no remediation or repetition of D1, D2 or D3 courses and must maintain a minimum grade point average required by the College’s Executive Committee on Student Promotions. Failure to maintain the accepted standard of academic excellence in the College of Dentistry will lead to dismissal from the joint program.

For the MS in Clinical and Translational Science, the student must adhere to all relevant Graduate College policies including minimum GPA, and limits on transfer credit.

**Catalog Statement:**

Students in the program must satisfy requirements of the Masters of Science in Clinical and Translational Science, a 48 semester hour program, and satisfy four years of the required Doctor of Dental Surgery Degree program of study.

<b>Current Program of Study</b> <b>See Attachment for Required DDS and DMD</b> <b>Courses</b> <b>College of Dentistry</b>	<b>Proposed Program of Study</b> <b>College of Dentistry</b>
<p><b>D1 YEAR</b> (44 credit hours in the DDS program; 39 credit hours in the DMD program)</p>	<p><b>Same, plus MS in CTS workshops and seminars</b></p>
<p><b>D2 YEAR</b> (45 credit hours in the DDS program; 59 credit hours in the DMD program)</p>	<p><b>Same, plus MS in CTS workshops and seminars</b></p>
<p><b>D3 YEAR</b> (55 credit hours in the DDS program; 60 credit hours in the DMD program)</p>	<p><b>Same, with opportunity for shared hours, plus MS in CTS workshops and seminars</b></p> <p>With proper planning and prior approval by the Executive Associate Dean for Academic Affairs at the College of Dentistry, joint degree students may apply up to 4 sh of IPHS 598 (Research in Public Health Sciences) toward clinical rotation requirements.</p>
<p><b>D4 YEAR</b> (52 credit hours in the DDS program; 54 credit hours in the DMD program )</p>	<p><b>Same, with opportunity for shared hours, plus MS in CTS workshops and seminars</b></p> <p>With proper planning and prior approval by the Executive Associate Dean for Academic Affairs at the College of Dentistry, joint degree students may apply up to 4 sh of IPHS 598 (Research in Public Health Sciences) toward clinical rotation requirements (community service component).</p> <p><b>IMPORTANT NOTE:</b> No more than 8 total hours during D3 and D4 will consist of shared coursework.</p>

**Current Program of Study**

**School of Public Health**

**CORE MS in CTS REQUIREMENTS**

(18 semester hours)

BSTT 400 Biostatistics I (4 hours)  
BSTT 401 Biostatistics II (4 hours)  
EPID 403 Introduction to Epidemiology:  
Principles and Methods (3 hours)  
EPID 406 Epidemiologic Computing (3 hours)  
HPA 590 Grant Writing (1 hour)  
MHPE 512 Ethics in Clinical Research (1 hour)  
MHPE 534 Research Design & Grant Writing  
(2 hours)

**MENTORED RESEARCH COMPONENT**

(16 semester hours)

IPHS 598 Research in Public Health Sciences  
– M.S. 0-16 hours

**ELECTIVES**

(14 semester hours)

Electives chosen with input from Program  
Director and mentors.

**Proposed Program of Study**

**School of Public Health**

**Same, with modified grant writing course**

An independent section of HPA 590 Grant Writing will be provided for joint degree students. The course will focus on developing an answerable question, conducting a literature review, drafting specific aims, and understanding the components of a grant application. A draft NIH Small Research Grant (R03) will be the product of the course.

**Same, with opportunity for shared hours**

With proper planning and prior approval by the Executive Associate Dean for Academic Affairs at the College of Dentistry, joint degree students may apply up to 8 hours of IPHS 598 (Research in Public Health Sciences) toward clinical rotation coursework during the D3 and D4 years.

**Same**

### **Sample Progression through the 5-Year Program**

Students interested in pursuing the DDS (DMD)/MS in CTS joint degree are encouraged to apply as soon as possible, and no later than the May 1 the D1 year. The didactic and mentored research training for participating dental students will begin one year after commencing dental school.

#### **YEAR 1**

Student completes requirements for the D1 Year and attends MS in CTS workshops and seminars.

#### **YEAR 2**

On a leave of absence from the College of Dentistry, student pursues one year of full-time study at the School of Public Health.

Fall term: MS in CTS coursework (typically 15-17 semester hours) and attends workshops and seminars.  
Student forms mentoring committee.

Spring term: Remaining MS in CTS coursework, begins mentored research project, and attends MS in CTS workshops and seminars.

Summer term: Continues mentored research project, and completes joint degree section of grant writing course.

Student may register for IPHS 598 (Research in Public Health Sciences) hours as appropriate.

#### **YEAR 3**

Student completes requirements for the D2 Year, continues the mentored research project, and attends MS in CTS workshops and seminars.

#### **YEAR 4**

Student completes requirements for the D3 Year and utilizes approved clinical rotation time to continue work on the mentored research project. Student may complete IPHS 598 research hours as appropriate, and will attend attends MS in CTS workshops and seminars.

#### **YEAR 5**

Student completes requirements for the D4 Year and utilizes approved clinical rotation time to complete the mentored research project, and to complete the MS thesis paper. Students may complete IPHS research hours as appropriate. Student also attends and presents his/her research findings at the Works in Progress Seminar and attends other relevant workshops.

### **Shared Course Requirements**

With proper advisement, DDS (DMD)/MS in CTS students may complete a maximum of 8 semester hours of MS research hours (IPHS 598) during the D3 and D4 years, which will be applied toward DDS clinical rotation requirements.

No more than 8 total hours will consist of shared coursework.

Revised on 9/16/09

**Minority Impact Statement:** None

**Budgetary and Staff Implications:** No new institutional or state funds will be requested for the program. Generally, courses are already available and no new faculty will be requested to initiate the program. The College of Dentistry has a full-time Program Coordinator who will manage the day to day administration of students in consultation with the Director of Graduate Studies. We assume that 2 students will enroll each year.

**Library Resource Implications:** Students in the DDS (DMD)/MS in CTS program will primarily use the Health Sciences Library (HSL), and will find its resources adequate. The journals needed for the proposed program are primarily in two areas of scholarship: clinical science and health services research. HSL already subscribes to all of the relevant clinical journals. There would not be any need for additional library resources specifically for the proposed Joint DDS (DMD)/MS in CTS program.

**Space Implications:** None

**Unit Approval Date:** SPH Committee on Educational Programs 12/15/08  
COD Committee on Dental Postgraduate Programs 11/3/08

**College Approval Date:** SPH Executive Committee 1/5/09  
COD Executive Committee 12/10/08

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**Proposed Effective Date:** Fall, 2010

**Doctor of Dental Surgery Curriculum  
As of Fall 2009**

<b>YEAR 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
<i><b>Fall</b></i>		
Anat 315	Anatomy 1	4
DAdm 314	Comprehensive Care 1 A	6
Hstl 451	Histology I	4
MIm 322	Dental Microbiology	4
PhyB 321	Human Physiology I for Dentistry	2
Rest 310	Occlusion	3
	<b>Total hours</b>	<b>23</b>
<i><b>Spring</b></i>		
Anat 316	Anatomy II	1
BCMG 411	Introduction to Biochemistry	4
DAdm 315	Comprehensive Care 1 B	5
Hstl 452	Histology II	4
OrlA 313	Neuroanatomy	2
Path 421	General Pathology	3
PhyB 322	Human Physiology II for Dentistry	2
	<b>Total hours</b>	<b>21</b>
<b>YEAR 2</b>		
<i><b>Summer</b></i>		
DAdm 316	Comprehensive Care II A	5
Path 422	Systemic Pathology	3
	<b>Total hours</b>	<b>08</b>
<i><b>Fall</b></i>		
DAdm 317	Comprehensive Care II B	4
Endo 321	Preclinical Endodontics	3
PCol 331	Pharmacology for Dentistry	4
Rest 321	Complete Denture Pros Technique	2
Rest 322	Fixed Prosthodontics Tech I	4
	<b>Total hours</b>	<b>17</b>
<i><b>Spring</b></i>		
DAdm 318	Comprehensive Care II C	6
OMDS 424	Oral Pathology	4
OSur 320	Pain Control I	1
OSur 323	Intro to OMFS	1
Rest 323	Preclinical Restorative	2
Rest 324	Removable Partial Denture Technique	2
Rest 326	Fixed Prosthodontics Tech II	4
	<b>Total hours</b>	<b>20</b>

<b>YEAR 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b><i>Summer</i></b>		
DAdm 319	Comprehensive Care III A	3
DBSc 310	Dental Public Health	1
Endo 331	Endodontics Clinical Lecture	1
Peri 351	Periodontics Clinic I	1
Rest 351	Restorative Clinic I	3
	<b>Total hours</b>	<b>09</b>
<b><i>Fall</i></b>		
DAdm 313	Introduction to Research	1
DAdm 320	Comprehensive Care III B	4
DAdm 341	Dental Therapeutics	1
Endo 352	Endodontics Clinic I	1
OMDS 332	Dental Radiology Lecture	1
OSur 332	Basic OMFS	1
OSur 333	Pain Control II	1
PedD 334	Intro to Pediatric Dentistry	4
Peri 352	Periodontics Clinic II	2
Rest 352	Restorative Clinic II	4
	<b>Total hours</b>	<b>20</b>
<b><i>Spring</i></b>		
DAdm 321	Comprehensive Care III C (spring 2006)	5
Endo 353	Endodontics Clinic II	2
OMDS 334	Oral Medicine/Oral Path for Dental Students	1
OMDS 337	Radiology Clinic II	1
OMDS 336	Introduction to Geriatric Dentistry	1
Ortd 323	Orthodontics Technique	2
Ortd 338	Clinical Orthodontics	2
OSur 334	Internal Medicine for Dentists	1
OSur 337	OMFS Clinic I	1
PedD 338	Pediatric Dentistry Clinic I	1
Peri 353	Periodontics Clinic III	3
Rest 332	Restorative Dentistry II	1
Rest 353	Restorative Clinic III	5
	<b>Total hours</b>	<b>26</b>

<b>YEAR 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
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*Summer*

DAdm 332	Comprehensive Care IV A	3
DBSc 321	Dental Ethics	1
DBSc 341	Dental Practice Management I	1
OSur 343	Med Emergencies in the Dental Office	1
OSur 344	Implant Dentistry	1
PedD 337	Orientation to Hospital Dentistry	1
Peri 361	Periodontics Clinic IV	2
Rest 361	Restorative Clinic IV	3
<b>Total hours</b>		<b>13</b>

*Fall*

DAdm 333	Comprehensive Care IV-B	4
DBSc 342	Dental Practice Management II	1
Endo 362	Endodontics Clinic III	2
OMDS 345	TMJ Disorders	1
OSur 342	Adv OMFS lecture	1
PedD 348	Pediatric Dentistry II	1
Peri 341	Surgical Periodontics	1
Peri 362	Periodontics Clinic V	3
Rest 342	Restorative Dent IV	1
Rest 344	Restorative Dent V	1
Rest 362	Restorative Clinic V	4
<b>Total hours</b>		<b>20</b>

*Spring*

DAdm 334	Comprehensive Care IV-C	5
DBSc 345	Special Patient Care Lecture	1
Endo 363	Endodontics Clinic IV	1
OMDS 347	Radiology Clinic II	1
OSur 347	OMFS Clinic II	1
PedD 347	Special Patient Care Clinic	1
PedD 349	Hospital Rotation	2
Peri 363	Periodontics Clinic V	1
Rest 363	Restorative Clinic VI	5
<b>Total hours</b>		<b>18</b>

DAdm 325 External Clinical Experience\*(variable terms) 1-12  
(minimum of 1 hour required; hours taken will vary)

		<b>Total required hours</b>	<b>196-206</b>
Ortd 348	Clinical Orthodontics* (elective)	1	
Peri 391	Adv Periodontics Surgery Elective* (elective)	1	
Peri 392	Perio Literature Review Sem* (elective)	1	
Rest 359	Sports Dentistry (elective)*	1	

**DMD CURRICULUM**  
*Courses and Credit Hours*  
 by Year and Term

	<b>Credits</b>	<b>Credits/Semester</b>
<b>First Year Fall Term</b>		
Biomedical and Clinical Sciences in Dentistry I (DBCS 311)	8	
Biomedical and Clinical Sciences in Dentistry II (DBCS 312)	5	
Biomedical and Clinical Sciences in Dentistry III (DBCS 313)	5	
Applied Oral and Behavioral Sciences I (DAOB 311)	3	21
<b>First Year Spring Term</b>		
Biomedical and Clinical Sciences in Dentistry IV (DBCS 314)	5	
Biomedical and Clinical Sciences in Dentistry V (DBCS 315)	5	
Biomedical and Clinical Sciences in Dentistry VI (DBCS 316)	5	
Applied Oral and Behavioral Sciences II (DAOB 312)	3	18
<b>Second Year Summer Term</b>		
Biomedical and Clinical Sciences in Dentistry VII (DBCS 321)	4	
Biomedical and Clinical Sciences in Dentistry VIII (DBCS 322)	4	
Biomedical and Clinical Sciences in Dentistry IX (DBCS 323)	4	
Applied Oral and Behavioral Sciences III ( DAOB 321)	8	20
<b>Second Year Fall Term</b>		
Biomedical and Clinical Sciences in Dentistry X (DBCS 324)	4	
Biomedical and Clinical Sciences in Dentistry XI (DBCS 325)	4	
Biomedical and Clinical Sciences in Dentistry XII (DBCS 326)	4	
Applied Oral and Behavioral Sciences IV ( DAOB 322)	8	20
<b>Second Year Spring Term</b>		
Biomedical and Clinical Sciences in Dentistry XIII (DBCS 327)	3	
Biomedical and Clinical Sciences in Dentistry XIV (DBCS 328)	3	
Biomedical and Clinical Sciences in Dentistry XV (DBCS 329)	3	
Applied Oral and Behavioral Sciences V ( DAOB 323)	10	19
<b>Third Year Summer Term</b>		
Oral/Systemic Topics in Dentistry I (DOST 331)	10	

Applied Oral and Behavioral Sciences VI ( DAOB 331)	10	20
Third Year Fall Term		
Oral/Systemic Topics in Dentistry II (DOST 332)	10	
Applied Oral and Behavioral Sciences VII ( DAOB 332)	10	20
Third Year Spring Term		
Oral/Systemic Topics in Dentistry III (DOST 333)	10	
Applied Oral and Behavioral Sciences VIII ( DAOB 333)	10	20
Fourth Year Summer Term		
Oral/Systemic Issues in Dentistry I (DOSI 341)	7	
Applied Oral and Behavioral Sciences IX ( DAOB 341)	5-10	
Community Learning Experience in Dentistry (DCLE 341)	1-6	18 <sup>1</sup>
Fourth Year Fall Term		
Oral/Systemic Issues in Dentistry II (DOSI 342)	7	
Applied Oral and Behavioral Sciences X ( DAOB 342)	5-10	
Community Learning Experience in Dentistry (DCLE 342)	1-6	18 <sup>1</sup>
Fourth Year Spring Term		
Oral/Systemic Issues in Dentistry III (DOSI 343)	7	
Applied Oral and Behavioral Sciences XI ( DAOB 343)	5-10	
Community Learning Experience in Dentistry (DCLE 343)	1-6	18 <sup>1</sup>
	<b>Total Credit Hours</b>	212

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<sup>1</sup> In consultation with faculty mentors, D4 students will register for 18 credit hours each semester. The distribution of hours between DAOB and DCLE will depend on each student's need for supervision. Students who are ready to practice with minimal supervision will spend more time in extramural rotations (DCLE), while those who need more extensive mentoring will spend more time in COD clinics under the supervision of COD faculty members (DAOB).

## Joint Degree Articulation Agreement

Joint degree programs are officially approved programs whereby the student receives two individual degrees but is allowed to share a certain percentage of course hours so that the resulting total hours are less than the two separate degrees. The number and percentage of shared course hours are specified in the program proposal or subsequent program revisions. Some joint programs have other incentives beneficial to the student.

Due to the structure of joint programs (two distinct programs, usually in different disciplinary colleges) a number of issues are to be addressed on the articulation agreement in order to avoid conflicts between programs, to ensure that students are not negatively impacted, and are properly advised in advance of any actions.

### Admission

- How the student will be considered for admission to the joint program
  - Will each program admit individually, or will there be a joint committee or some other method of overview to admit the student to the joint program?
    - If each program will admit individually, how are the individual admissions communicated to the other program?
- How the Office of Graduate Admissions will be notified that the student is admitted to the joint program
  - How will the Office of Graduate Admissions know the student is applying to the joint program?
  - How will the Office of Graduate Admissions know if the student is admitted to the joint program, i.e. both programs? (In some cases, it is possible the applicant will be admitted to one program but denied in the other.)
- Time frame when currently registered students will be allowed to matriculate into the joint program
  - Must students apply to both programs at the point of the initial application, or are students in one of the programs allowed to enter the joint program at a later date?
  - If students are allowed to enter the joint program at a later date, what is the cut off period (eg. after x terms, or x registered hours)? *Note: If students are allowed to enter the joint program after matriculation into one program, admission to the second program should be processed using a Change of Program form, rather than an application.*
- At the time of admission into the joint program, how the order in which program codes will be input into Banner to determine initial tuition assessment and headcount. Usually, the admission decision received in the Office of Admissions first becomes the primary code if the student applies for both programs simultaneously. If the student already has matriculated into one program, the added program initially is input as the second code.
- How the applicant/student will be notified of admission to the joint program (i.e. not only admission to the individual programs)

### Registration, Fee Assessment/Differential Tuition, Program Codes

- How the primary and secondary program codes will be maintained after initial matriculation into the joint program, i.e. if the codes remain in the same hierarchy until the student graduates, or if they change at some point (see *Financial Awards* below)
- If the codes are to be switched at a certain time to allow the other program to receive the headcount and tuition assessment:
  - What is the reason (i.e. tuition assessment, headcount, or when student has achieved some requirement such as obtaining a baccalaureate degree or equivalent)?
  - What are the procedures for the change?
  - What is the communication between the two programs as well as with the Graduate College, when applicable, pertaining to the program code changes?
  - When and how will the student be advised of the change and possible difference in tuition assessment?

### Degree GPA and Academic Standing

- How academic standing will be derived
  - Excluding 100-300 level courses, will academic standing be derived from all courses taken while the student is in the joint program?
  - For undergraduate/graduate joint programs, will separate gpas be derived?

Note: The Graduate College uses degree gpa to update academic standing. For joint programs where both degrees are at the same level (graduate, 2G) all graduate courses taken while in the joint program are included in the degree gpa. When program codes are switched at the graduate level, the new primary code causes a new degree gpa to be calculated. Therefore, the change to the primary code may result in incorrect academic standing until discovered and resolved.

## **Financial Awards**

- How the differential tuition charge will be addressed for students with assistantships, including student notification, as differential tuition is not included in the tuition and service-fee waiver resulting from an assistantship. The differential tuition charge is automatically waived if the student holds a Board of Trustee (BOT) tuition and service-fee waiver from the Graduate College or an employee waiver, but not a waiver as a result of an assistantship appointment.
- Note: It is strongly encouraged that the switching of primary program code between joint programs occurs only in the fall term of an academic year. Spring or summer changes will cause a delay in the appropriate processing of tuition waivers and adjustment to student loans which could result in the student being billed for the difference of a prior program codes payment.

## **Student Advising/Notification**

- At the time of admission into a joint program, the student should be presented with a written statement, prepared by both programs participating in the joint program, that outlines the policies of the joint program. The student should sign the statement, with copies distributed to the student and both programs. All students in a particular joint program should receive the same statement, unless a new agreement is approved using this form. Included should be specific information on when the student's primary program code will be changed to the other program (impacting tuition assessment), if students are responsible for differential tuition when holding an assistantship, and a statement that differential tuition will be covered by BOT and employee tuition and service-fee waivers.
- Included in the statement should be information on when the degrees will be conferred. Unless addressed otherwise in the program proposal, both degrees must be conferred in the same term.

## Joint Degree Articulation Agreement

One form should be completed for **each** joint degree program (eg. MBA/MS-Nursing is one joint degree program). The individual degree programs that comprise the joint degree program should consult in advance in order to decide who will complete the form and to ensure agreement on the information presented. Degree requirements listed must agree with the current approved program proposal in Academic Affairs. Disciplinary college deans from both programs, as well as the dean of the Graduate College, where appropriate, endorse the completed form. The designation of academic unit A and B is for identification only, and does not imply any hierarchical structure.

1) Individual program information	<u>Academic Unit A</u>	<u>Academic Unit B</u>
Program name (eg. Accounting):	College of Dentistry – DDS (DMD)	School of Public Health – MS in Clinical and Translational Science
Degree (eg. MS):	DDS (DMD)	MS in CTS
Program code(s) (list all allowed):	20FN1154DDS (Program code for DMD to be assigned Upon approval)	20FS5140MS
Program within graduate college (Y/N):	N	Y
Department name:	Dentistry	Health Policy & Admin
Disciplinary college:	College of Dentistry	School of Public Health
Tuition differential for individual program (Y/N):	N (DDS/DMD program has its own tuition rate)	Y
Current program coordinator of each unit:	Phillip T. Marucha, DMD, PhD	Jack Zwanziger, PhD

2) Specify if there is also a single coordinator/office for the joint program:

Birute Petrauskas will coordinate the overall program with input from Jack Zwanziger, Phillip Marucha and other core faculty members.

3) Describe the admission process for a new student, currently not in either program, applying to the joint program:

A student must meet the admissions criteria of both programs and is admitted separately to each through separate applications. Students will also be required to submit a joint degree application to the College of Dentistry. Acceptance into the DDS (DMD)/MS Joint Degree Program requires approval by the DDS (DMD)/MS Joint Degree Committee. For students applying to both programs simultaneously, MS admission will be contingent upon both admission to the DDS (DMD) program and the support of the College of Dentistry Director of Graduate Studies.

The UIC College of Dentistry participates in the American Dental Schools Application Service (AADSAS). Applications for admission to the DDS (DMD) program must be directed through AADSAS and can be submitted between June 1st and December 1st of the year prior to matriculation. Applicants will also be required to submit directly to the College of Dentistry transcripts from all post-high school institutions attended.

The UIC School of Public Health participates in the Schools of Public Health Application Service (SOPHAS). Prior to admitting students into the MS in CTS degree, HPA will check with COD to determine whether the student has been accepted into the DDS (DMD) program.

Admission to the MS in CTS program will be determined based on the support of the College of Dentistry Director of Graduate Studies, previous academic achievement, research potential, commitment to CTS as evidenced by prior participation in clinical research, and two letters of recommendation, one of which must be from a suitable clinical researcher who can attest to the applicant's research abilities. Both letters of recommendation should address a) the applicant's previous achievements in research and/or academics; b) the applicant's potential for successfully completing a clinical/translational research project; c) analysis of the applicant's career plans and commitment to research, and d) how the joint degree would advance these plans.

Applicants will also submit a personal statement detailing accomplishments to date, and career goals and plans. Specifically, applicants should address background information relevant to their interest in clinical and translational research, and how additional training through the DDS (DMD)/MS in CTS program would help achieve these goals. The applicant should provide any prior or ongoing research experience and explain how this might interface with the joint degree program.

We assume that most students will enter through the College of Dentistry first since Dentistry is the primary area of interest. Students already enrolled at the College of Dentistry are to contact the Director of Graduate Studies for further information.

A DDS (DMD) student must apply to the MS by May 1 of the D1 year, so that the student may enroll in MS coursework during the fall of what would be the D2 year.

All students in the DDS (DMD)/MS program must pursue the joint degree at a full-time pace.

4) Describe the admission process for a student already matriculated into one program applying for the other program (i.e. joint status):

Students already enrolled at the College of Dentistry are to contact the Director of Graduate Studies for further information and will be required to complete the SPH SOPHAS application for MS in CTS admission consideration.

5) Describe the cut-off period (number hour hours earned, number of semesters, or years) when a student who has matriculated into only one program becomes ineligible for admission to the joint program:

A DDS (DMD) student must apply to the MS in CTS by May 1 of the D1 year, so that the student may enroll in MS coursework during the fall of what would be the D2 year.

6) Provide the current enrollment in the joint program by full-time and part-time:

This is a new program with no students currently enrolled. Only full-time students will be admitted to the program.

7)

Joint Degree Course and Hour Requirements	Degree/Academic Unit A Hours	Shared Hours	Degree/Academic Unit B Hours
	(1)	(2)	(3)
<b>Core Courses with Hours</b> Do not include shared hours in column 1 or 3	<b>D1 YEAR</b> (44 credit hours in the DDS program; 39 credit hours in the DMD program)  <b>D2 YEAR</b> (45 credit hours in the DDS program; 59 credit hours in the DMD program)  <b>D3 YEAR</b> (51 credit hours in the DDS program; 56 credit hours in the DMD program)  <b>D4 YEAR</b> (48 credit hours in the DDS program; 50 hours in the DMD program)	With approval, joint degree students may apply up to 4 sh of MS in IPHS 598 research hours towards clinical rotation requirements.  With approval, joint degree students may apply up to 4 sh of MS in IPHS 598 research hours towards clinical rotation requirements.  No more than 8 total hours may be shared.	BSTT 400 Biostatistics I (4 hours) BSTT 401 Biostatistics II (4 hours) EPID 403 Introduction to Epidemiology: Principles and Methods (3 hours) EPID 406 Epidemiologic Computing (3 hours) HPA 590 Grant Writing (1 hour) MHPE 512 Ethics in Clinical Research (1 hour) MHPE 534 Research Design & Grant Writing (2 hours)  <b>CORE COURSES: 18 CORE CREDIT HOURS</b>  <b>IPHS 598, Research in Public Health Sciences: 8 RESEARCH CREDIT HRS</b>

<b>Elective Courses with Hours</b> Do not include shared hours in column 1 or 3	Some D4 credits above reflect electives.		<b>ELECTIVES:</b> 14 CREDIT HRS
<b>Total Hours</b> <b>Total each column;</b> do not include shared hours in columns 1 and 3	188 in the DDS program (204 in the DMD program)	8	40
Note: Columns 1 + 2 should equal the degree hours total required for a stand-alone degree A, and columns 2 + 3 should equal the degree hours total required for a stand-alone degree B	<i>In Degree A:</i> Column 1 total hours + Column 2 total hours = 196 in the DDS program (212 in the DMD program)  <i>In Degree B:</i> Column 2 total hours + Column 3 total hours = 48  <i>Total hours for Joint Degree:</i> Column 1 total hours + Column 2 total hours + Column 3 total hours = 236 in the DDS program (252 for the DMD program)		

8) Is there an enrollment deposit requirement for one or both degrees? If yes, describe how this is handled for your joint degree students:

Dentistry has an enrollment deposit of \$300 (in-state or \$1,500 for out-of-state students); Public Health has an enrollment deposit (\$150 in the 2008-2009 academic year) that is applied to the student's tuition when the student enrolls. Because students are admitted separately to each degree, the collection and processing of this fee by both the College of Dentistry and the School of Public Health will remain the same for joint degree students.

9) Describe how a typical full-time and part-time student would progress through the joint program by semester or year. Include all typical scenarios (eg. Student will take classes only in academic unit A during the first year, only in unit B the second year, and then in both units the following years). List scenarios for full-time and part-time:

All students in the DDS (DMD)/MS program must pursue the joint degree at a full-time pace. Students interested in pursuing the DDS (DMD)/MS in CTS joint degree are encouraged to apply as soon as possible, and no later than the May 1 the D1 year. The didactic and mentored research training for participating dental students will begin one year after commencing dental school. The timeline outlined below represents the most common scenario, however, the timeline may be adjusted in response to the specific training and research needs of individual students.

### YEAR 1

Student completes requirements for the D1 Year and attends MS in CTS workshops and seminars.

### YEAR 2

On a leave of absence from the College of Dentistry, student pursues one year of full-time study at the School of Public Health.

Fall term: MS in CTS coursework (typically 15-17 semester hours) and attends workshops and seminars.  
Student forms mentoring committee.

Spring term: Remaining MS in CTS coursework, begins mentored research project, and attends MS in CTS workshops and seminars.

Summer term: Continues mentored research project, and completes joint degree section of grant writing course.

Student may register for IPHS 598 MS research hours as appropriate.

### YEAR 3

Student completes requirements for the D2 Year, continues the mentored research project, and attends MS in CTS workshops and seminars.

### YEAR 4

Student completes requirements for the D3 Year and utilizes approved clinical rotation time to continue work on the mentored research project. Student may complete IPHS research hours as appropriate, and will attend attends MS in CTS workshops and seminars.

#### **YEAR 5**

Student completes requirements for the D4 Year and utilizes approved clinical rotation time to complete the mentored research project, and to complete the MS thesis paper. Students may complete IPHS research hours as appropriate. Student also attends and presents his/her research findings at the Works in Progress Seminar and attends other relevant workshops.

#### **Shared Course Requirements**

With proper advisement, DDS (DMD)/MS in CTS students may complete a maximum of 8 semester hours of MS research hours (IPHS 598) during the D3 and D4 years.

No more than 8 total hours will consist of shared coursework.

10) Describe how variations in the sequence of study listed above are agreed upon between the two degree-granting units and the student:

If a student's specific training needs and research interests require an alternate timeline, the program sequence will be agreed upon by the MS in CTS Program Director and the College of Dentistry Director of Graduate Studies.

11) Describe how the two academic units will handle the assignment of the primary and secondary program codes (the primary code receives the headcount and tuition assessment, including the differential charge), both upon initial admission and later:

Head counts and tuition and fee charges will be split between the two programs. The DDS (DMD) will be the primary program code when students matriculate into the College of Dentistry Program to complete the D1 Year. Students will be charged DDS (DMD) tuition and fees under the DDS (DMD) program code for Fall and Spring of the D1 Year. During a leave of absence from the DDS (DMD) program during the Fall/Spring/Summer semesters following the D1 Year, students will be switched to the MS program code so that MS tuition and fees are assessed.

The student's program code will need to be switched back to the DDS (DMD) program code and DDS (DMD) tuition and fees will be applied again during Fall/Spring/Summer of the D2 Year, and Fall/Spring/Summer of the D3 Year.

During the final year of the program, when students will complete D4 requirements as well as the MS thesis, students will be assigned the DDS (DMD) code as primary, and assessed DDS (DMD) tuition and fees.

12) Describe how the student is notified or informed about the timing and policy for changing the order of primary and secondary program codes (which impacts the tuition charge):

Students will be informed of the policy upon admission to the Joint degree program (see Appendix A). Each student will also receive a notification letter each time the primary program code changes. Advisors will also be copied on this letter (See Appendix B).

Joint degree students' progress will be monitored by the Program Coordinator, who will initiate the switch of program codes (students will begin in the DDS or DMD code). Students will receive notification, and advisors in both Colleges will be informed of changes.

13) Students who hold an employee waiver (not from an assistantship) or BOT tuition and service-fee waiver automatically have differential tuition charges waived. This is not the case for waivers resulting from an assistantship. If the student has an assistantship appointment, describe if the differential will be charged, including what will occur when the primary program code changes:

The College of Dentistry does not assess a tuition differential. When students with an assistantship appointment, are charged under the joint degree MS program code (as described above), they will be assessed the School of Public Health tuition differential.

14) Describe the policy for determining Academic Standing for this joint degree program (see instructions):

For the College of Dentistry, the student must require no remediation or repetition of D1, D2 or D3 courses and must maintain a minimum grade point average required by the College's Executive Committee on Student Promotions. Failure to maintain the accepted standard of academic excellence in the College of Dentistry will lead to dismissal from the combined program.

For the MS in Clinical and Translational Science, the student must adhere to all relevant Graduate College policies including minimum GPA, and limits on transfer credit.

15) Graduates of joint degree programs are conferred two individual degrees. The structure of the programs necessitates that both degrees be conferred in the same term, except for certain joint programs consisting of undergraduate and graduate degrees. Describe when each of the two degrees are granted for this joint program:

The DDS (DMD)/MS degree will be conferred at the conclusion of the term in which the student completes all requirements for the joint degree program, usually at the end of the D4 Year (year 5 of the joint degree program).

16) Attach copies of all documentation pertaining to policy and procedure that is provided to students on the joint program, including the template of the informational form signed by students (see instructions).

**Signatures of department heads/chairs or administrative deans who may advise the dean:**

\_\_\_\_\_  
Academic Unit A Signature

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
Academic Unit B Signature

\_\_\_\_\_  
Print Name and Title

**Signatures of deans:**

\_\_\_\_\_  
Dean, College of Dentistry

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Dean, School of Public Health

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Graduate College Dean  
(Only if at least one program  
is within the Graduate College)

\_\_\_\_\_  
Print Name

**Office of the Provost:**

\_\_\_\_\_  
Vice Provost for Graduate and Continuing Studies

\_\_\_\_\_  
Print Name

**Information for students entering the joint DDS/MS in CTS degree program  
(DDS and MS in Clinical and Translational Science)**

Joint degree programs offered by the University of Illinois at Chicago provide students an opportunity to expand their options. Joint degrees allow students to earn two separate degrees, but to apply a certain percentage of shared course hours to both degrees so that the resulting hours for the joint program are less than if the student obtained the degrees separately.

Students are admitted separately to each degree program, and program plans call for concurrent enrollment in courses for both degrees. Both degrees are awarded at the same time once students have completed all required course work for the joint degrees.

The College of Dentistry and the graduate programs in the School of Public Health charge tuition differently. The College of Dentistry tuition is on the Professional tuition range and fee schedule. The School of Public Health tuition is on the Graduate tuition range and fee schedule, and the School of Public Health also charges a tuition differential. Students should consult the UIC website for current graduate tuition rates and differentials ([http://www.uic.edu/depts/oar/grad/tuition\\_grad.html](http://www.uic.edu/depts/oar/grad/tuition_grad.html)).

It is our policy that students begin the joint degree under one curriculum code and switch to the other at several points during the course of study. The DDS will be the primary program code when students matriculate into the College of Medicine Program to complete the D1 Year. Students will be charged DDS tuition and fees for Fall and Spring of the D1 Year. During the Fall/Spring/Summer following the D1 Year, students' primary program code will switch to that of the MS program, and the MS tuition and fee rate will apply. The primary code will be switched back to DDS, and DDS tuition and fees will be charged again during Fall/Spring/Summer of the D2 Year, and Fall/Spring/Summer of the D3 Year. During the final year of the program, when students will complete D4 requirements as well as the MS thesis, students will be charged tuition and fees under the DDS primary program code.

Joint degree students' progress will be monitored by the Program Coordinator, who will initiate the switch of program codes (students will begin in the DDS code). Students will receive notification, and advisors in both Colleges will be informed of changes.

APPENDIX B Letter used to notify students of program code change

Dear.....

Please be advised of the following as we strive to provide you with the best possible joint degree program in Dentistry and Clinical Translational Science (DDS/MS in CTS):

As you know through the application process, you were admitted independently to a degree program in the College of Dentistry and a degree program in the School of Public Health. Each of these programs carries with it a slightly different tuition structure. It is our policy that students begin the joint degree under one program code and switch to the other at several points during the course of study.

*This letter will include one of the following paragraphs, depending on the code under which the student was originally listed:*

Last year, you were enrolled in the Dentistry program code. Beginning Fall 200X, your program code will change to the program code 20FS5140MS for the Master of Science in Clinical and Translational Science. This code reflects the tuition differential assessed by the School of Public Health, which is currently \$1499 per semester for full time enrollment (subject to change at the discretion of the Board of Trustees; please check the UIC website for current graduate tuition rates and differentials, [http://www.uic.edu/depts/oar/grad/tuition\\_grad.html](http://www.uic.edu/depts/oar/grad/tuition_grad.html)). This tuition differential is not covered by most assistantships.

-OR-

Last year, you were enrolled in the joint degree MS in Clinical and Translational Science program code. Beginning Fall 200X, your program code will revert back to the program code 20FN1154DDS for the College of Dentistry. There is no tuition differential assessed. Please check the UIC website for current DDS tuition and fee rates ([http://www.uic.edu/depts/oar/grad/tuition\\_grad.html](http://www.uic.edu/depts/oar/grad/tuition_grad.html)).

You do not need to take any further action on this matter. Please feel free to contact me or your advisor with any questions.

Sincerely,

SPH Program Coordinator Signature

Cc: Director of Graduate Studies, College of Dentistry  
Director of Graduate Studies, School of Public Health  
Dentistry College Advisor  
Public Health Advisor