

ACADEMIC PLANNING COUNCIL

February 10, 2020

3:00 p.m. Altgeld 315

Minutes

Present: Bateni, Cripe, Douglass, Ghrayeb, Gordon, Falkoff, Ingram, Mini, Peters, Reynolds, Siblik, Subramony, Zinger.

Guests: Amanda Durik, Associate Professor and Chair, Department of Psychology, College of Liberal Arts and Sciences; Leslie Matuszewich, Associate Dean for Research and Graduate Affairs, College of Liberal Arts and Sciences; Donald Peterson, Dean, College of Engineering and Engineering Technology; Mansour Tahernezehadi, Senior Associate Dean and Professor, College of Engineering and Engineering Technology

Meeting was called to order at 3:01 p.m.

1. Approval of minutes from November 25, 2019

- a. Beth Ingram asked if any corrections were needed.
 - i. Minutes were approved.

2. New Programs

- a. Donald Peterson and Mansour Tahernezehadi were on hand to discuss their program proposal – the B.S. in Civil and Environmental Engineering.
 - i. Tahernezehadi spoke briefly about the proposal.
 1. Planning for the program commenced nearly a year and a half ago.
 2. A task force was formed across the interdisciplinary programs in geological sciences, geography, public health, and environmental engineering to examine best practices in civil and environmental engineering curriculum.
 1. They examined other programs at University of Illinois Urbana-Champaign, University of Milwaukee, University of Wisconsin-Madison, Northwestern University, and Stanford University.
 2. This enabled the task force to gain a critical mindset for what the curriculum should look like given the current assets at the university.
 3. A competitive curriculum was devised to respond to the needs of the community for sustainability.
 4. There are two emphases: water resources and energy systems.
 5. The civil engineering CIP Code was used because it is broad enough to accommodate environmental engineering.
 6. The task force wanted to ensure the graduates of this program had the fundamental engineering to take the licensure exam needed for practice in the profession.
 1. As part of the CIP Code, it is required that graduates apply for professional engineering licensure within the first five years of practice.
 7. There are courses specific to both civil and environmental engineering.

1. The first two and a half years have more civil engineering.
 2. As the program matures, the department plans to have junior and senior year bifurcate into environmental engineering water resources or environmental engineering energy systems.
 8. The motivation for the proposal of this new degree program was to encourage interdisciplinary collaboration across faculty within science, engineering, and public health.
 9. Tahernezehadi asked if there were any questions.
 1. Geoffrey Gordon said he was curious in terms of employment prospects. Where do graduates of this program mainly go work: government or private business hires?
 2. Donald Peterson said there are opportunities for graduates from private consulting firms and government.
 - a. Private firms must handle their own waste water management and governments must comply with regulations, such as the Environmental Protection Agency (EPA) and the U.S. Geological Survey group.
 - b. They met with partners regionally who indicated Illinois does not have enough personnel in its workforce coming from other institutions regionally.
 - c. Alumni are also looking to offer internships.
 10. Motion to approve the B.S. in Civil and Environmental Engineering.
 1. First motion by Geoffrey Gordon.
 2. Second motion by Donald Zinger
 - a. Motion passed.
- b. Amanda Durik was on hand to discuss the program proposal – Specialist in School Psychology.
- i. This program has existed for a few years in the Department of Psychology.
 1. It is referred to as “Master’s Plus Thirty Program.”
 - ii. Students must continue to do coursework and complete supervised hours after completing their master’s. Since the students are no longer degree seeking, it is difficult getting financial aid.
 - iii. It is challenging to convince prospective students this program leads to licensure even though it is not part of the official degree.
 - iv. This program is comparable to the one offered at Illinois State University, which also has a Specialist School Psychology degree inside of the Department of Psychology to help students be degree seeking until the end of the program.
 - v. Ingram asked if there were any questions.
 - vi. Carolinda Douglass stated this particular program was not a degree. The program existed as Durik said for years, but it is not a formal degree. We need to create the degree even though the program already exists. This also means the degree will have to be approved by Higher Learning Commission.
 - vii. Marc Falkoff asked if students who have previously completed the program can get a degree retroactively.
 1. Durik said she received a similar question recently from the Program Director relating to if current students can transition into this degree.

1. It becomes less critical after students get licensed and find their first jobs. They still have master's degrees as school psychologists.
- viii. Motion to approve the Specialist in School Psychology.
1. First motion by Brad Peters
 2. Second motion by Donald Zinger
 1. Motion passed.

3. Program Review

- a. M.S. in Educational Research and Evaluation
 - i. Brad Cripe, Subcommittee
 1. Ingram asked if there were any questions about the report.
- b. M.S. Ed. and Ph.D. in Instructional Technology
 - i. Brad Cripe, Subcommittee A
 1. Ingram asked if there were any questions about the report.
 - a. Gordon asked if this is the largest Ph.D. program at the university.
 - b. Cripe confirmed the program has one hundred and three students.
 - c. Jeff Reynolds confirmed.

4. Other Business and Announcements

Meeting adjourned at 3:13 p.m.
Respectfully submitted,
Crystal Doyle and Paige Cosgrove

Planning\APC\Agendas\2019-2020\February 10, 2020