For Action; New, Revised, and Certificate Programs

The following programs were approved by the Senate Committee on Educational Policy at its meeting on April 3, 2008 and are presented here for the approval of the Senate:

PR-08.55, Redesignation of the Department of Medical-Surgical Nursing as the Department of Biobehavioral Health Science (p2.)

PR-08.56, Redesignation of the Department of Public Health, Mental Health, and Administrative Nursing as the Department of Health System Science (p3.)

PR-08.57, Redesignation of the Department of Maternal-Child Nursing as the Department of Women, Children and Family Health Science (p5.)

PR-08.58, Transfer of the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences (p6.)

PR-08.59, Revision of the Master of Arts in Real Estate (p9.)

PR-08.60, Revision of the Master of Science in Accounting (p13.)

PR-08.61, Revision of the M.S. in Industrial Engineering and Ph.D. in Industrial Engineering and Operations Research (p16.)

PR-08.62, Revision of the M.S. and Ph.D. in Mechanical Engineering (p22.)

PR-08.63, Revision of the Bachelor of Arts in Liberal Arts and Sciences, Major in Philosophy and the Minor in Philosophy (p29.)

PR-08.64, Revision of the Bachelor of Science in Information and Decision Sciences Program (p37.)

CP-08.09, Request to Establish a Patient Safety Organizations Campus Certificate (p40.)

FOR THE COMMITTEE,

Mark E. Schneiderhan, Chair

*Catalogue statements if not included are available for review in the Office of the Senate or Academic Affairs.
Title: Redesignation of the Department of Medical-Surgical Nursing as the Department of Biobehavioral Health Science

Sponsor: College of Nursing

Description: Change the name of the Department of Medical-Surgical Nursing to the Department of Biobehavioral Health Science. The course rubric NUMS will temporarily remain.

Justification: The proposed name change is more descriptive of what the Department does and has the professional and research focus.

The Department of Medical-Surgical Nursing name change to the Department of Biobehavioral Health Science reflects the educational and research programs within the department. The department offers programs in adult and geriatric nursing and health care for educating advanced practice clinical nurse specialists and nurse practitioners. Biobehavioral nursing research is viewed as a continuum from purely biological on one end to purely behavioral research on the other end. Representing an interdisciplinary approach to study complex health problems, biobehavioral nurse researchers combine the research methodologies from the basic biological and behavioral sciences. This blending of techniques with clinical research expertise, unique to nursing, expands the scope of nursing research. The College is one of only two colleges of nursing granted an NIH T32 Biobehavioral Nursing Research Training Grant.

The name change follows the national lead by colleges/schools of nursing to move from the more traditional department names to names that more accurately reflect the research, teaching and practice scholarship of faculty and students. Comparatively, it reflects the names of other top ten colleges/schools of nursing departments/divisions, i.e., University of Washington Biobehavioral Nursing and Health Systems Department, and Johns Hopkins School of Nursing Acute and Chronic Care Department, and University of North Carolina at Chapel Hill Adult and Geriatric Health Division.

The rubric will temporarily remain the same.

Catalogue Statement: None. The new department names will replace current designations wherever appropriate in both the undergraduate and graduate catalogues.

Minority Impact Statement: No impact.

Budgetary and Staff Implications: None.

Library Resource Implications: None.

Space Implications: None.

Department and College: February 27th, 2008
Redesignation of the Department of Public Health, Mental Health, and Administrative Nursing as the Department of Health Systems Science

College of Nursing

Change the name of the Department of Public Health, Mental Health, and Administrative Nursing as the Department of Health Systems Science. The course rubrics NUAS, NUPH and NUPS will temporarily remain.

The proposed name change is more descriptive of what the Department does with respect to scholarship and reflects a name for its interdisciplinary faculty membership.

The Department of Public Health, Mental Health, and Administrative Nursing name change to Health Systems Science reflects the educational and research programs within the department. The department offers programs in administrative nursing, mental health, community and occupational health, school nurse, family nurse practitioner and joint degree programs with the College of Business, School of Public Health and Health Informatics.

In 1995, the then three departments of Administrative Studies in Nursing, Psychiatric Nursing and Public Health Nursing were restructured to form one department. In 1998, the administrative nursing and public health concentrations agreed to revise their master’s concentration core to offer one series of courses for both which would focus on integrated systems management and leadership content. Systems and behavioral sciences together form the foundation for health care leadership and management and behavioral sciences support nursing interventions leading to self-care, risk reduction, and mental health management. The systems and behavioral arenas mandate an interdisciplinary approach due to the complexity of direct care and delivery issues. The department faculty has created a variety of joint degrees and other options with the School of Public Health, College of Business Administration and Applied Health Sciences to create delivery systems for interventions to reduce health disparities. The department took the lead in the development of a College Behavioral Research Center. The center clusters project directors from across all three departments of clinically applied behavioral studies to provide a collaborating environment to share resources and increase production of research.

The name change follows the national lead by colleges/schools of nursing to move from the more traditional department names to names that more accurately reflect the research, teaching and practice scholarship of faculty and students. Comparatively, it compares to the names of other top ten colleges/schools of nursing departments/divisions, e.g., University of California San Francisco, School of Nursing Community Health Systems Department and Johns Hopkins School of Nursing Community
Public Health Department and Health Systems and Outcomes Department, University of North Carolina Chapel Hill (UNC-CH) Health Care Environments Division.

The rubrics will temporarily remain the same.

**Catalogue Statement:** None. The new department name will replace the current designation wherever appropriate in both the undergraduate and graduate catalogues.

**Minority Impact Statement:** No impact.

**Budgetary and Staff Implications:** None.

**Library Resource Implications:** None.

**Space Implications:** None.

**Department and College Approvals:** February 27th, 2008

**Contact Person(s):** Joan L. Shaver, Professor and Dean

**Proposed Effective Date:** As soon as possible upon complete approval.
Title: Redesignation of the Department of Maternal-Child Nursing to the Department of Women, Children and Family Health Science

Sponsor: College of Nursing

Description: Change the name of the Department of Maternal-Child Nursing to the Department of Women, Children and Family Health Science. The course rubric NUMC will temporarily remain.

Justification: The proposed name is more descriptive of the department’s scholarship.

The Department of Maternal-Child Nursing name change to Women, Children and Family Health Science reflects the educational and research programs within the department. The department offers educational programs in nurse-midwifery, women’s health, perinatal and pediatrics in advanced practice nursing for clinical nurse specialists and nurse practitioners. The research of the faculty contributes to the science base in these programs and all of these programs use the family as context for teaching, research and practice. Faculty are engaged in family-focused research including family responses to genetic disorders, genetic testing, and chronic illness, as well as family responses to pregnancy loss and adolescent pregnancy. Faculty also conduct research testing family-based interventions.

The name change follows the nationwide lead of colleges/schools of nursing to move from the more traditional names to names that more accurately reflect the research, teaching and practice scholarship of the faculty and students. Comparatively, it reflects the names of other top ten colleges/schools of nursing departments/divisions, e.g., University of Washington Family and Child Nursing Department and University of North Carolina at Chapel Hill School of Nursing Family Health Division.

The rubric will temporarily remain the same.

Catalogue Statement: None. The new department name will replace the current designation wherever appropriate in both the undergraduate and graduate catalogues.

Minority Impact Statement: No impact.

Budgetary and Staff Implications: None.

Library Resource Implications: None.

Space Implications: None.

Department and College Approvals: February 27th, 2008

Contact Person(s): Joan L. Shaver, Professor and Dean

Proposed Effective Date: As soon as possible upon complete approval.
Title: Proposal to Transfer the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences and to Transfer the related programs from the College of Business Administration to the College of Liberal Arts and Sciences

Sponsor:
College of Business Administration, College of Liberal Arts and Sciences

Description:
This proposal seeks to:

Transfer the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences.

Transfer the following programs in the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences: PhD in Economics, MA in Economics, Campus Certificate in the Teaching Economics (undergraduate), Campus Certificate in the Teaching Economics (graduate), Minor in Real Estate, Minor in Labor Markets and Workforce Development. The Minor in International Business will remain in the College of Business Administration.

Currently enrolled and admitted students in the BS in Economics program will be permitted to finish their degree. No more students will be admitted to this program after Fall 08. The intention is to close the BS in Economics after this group of students completes it. The BA in Economics, already in LAS, will continue to be offered.

Transfer all faculty in the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences.

Transfer the state allocation supporting the Department of Economics from the College of Business Administration to the College of Liberal Arts and Sciences, in accordance with terms agreed to by the Deans of both colleges with a joint committee appointed by the two deans to resolve all financial matters equitably to all concerned prior to the move.

Note: The Deans agree with the recommendation of the Task Force to Study the Future of Economics at UIC that there should be only one Economics Department, and it will be so stipulated in the transfer agreement signed by the two Deans and the Provost.

Justification:
In recent years, the mission of the College of Business Administration has evolved to emphasize a more engaged and experiential approach to business studies. The interests and emphases in Economics have not followed this shift in the college but have remained more traditional. This was noted in the recent report of the external review committee during the Department’s IBHE program review. The growing gap has raised the question of where the future of the Department would best lie in order to flourish,
attract high quality faculty and students, and be productive over time. To follow up on
the external review committee's observations, the Provost appointed an internal Task
Force to Study the Future of Economics at UIC to explore the question of the best home
for Economics at the University of Illinois at Chicago. Based on information derived from
the External Review or provided by the Department of Economics, and after reviewing
the experiences of other Big Ten Universities with respect to the administrative location
of their Departments of Economics, the Committee's recommendation was that the
College of Liberal Arts and Sciences was a more appropriate home for the Department.
The committee stated that "we felt that the best intellectual fit for the UIC Department
of Economics, with its specializations in the health, labor, urban and international sub-
fields, is the College of Liberal Arts and Sciences.

Catalogue Statement:

The catalog statement will reflect the shifting of relevant programs.

Minority Impact Statement:

No anticipated minority impact.

Budgetary and Staff Implications:

The state allocation (funding for faculty and staff out of state budget resources as well as
operating funds from state sources for the Department) will be transferred at the time the
administrative location is changed, in accordance with terms agreed upon by the Deans
of both colleges with a joint committee appointed by the two deans to resolve all financial
matters equitably to all concerned prior to the move.

Library Resource Implications:

The library resources that support the programs of the Department of Economics will
continue to adequately support the programs within this proposed department structure.

Space Implications:

The move of the department may require the department chair, faculty and support
personnel to move from one physical location to another. The details will be negotiated
separately by representatives of the two colleges and the Provost's office.

Unit Approval Date:

The faculty of the Department of Economics in the College of Business Administration
voted to approve the transfer January 26, 2008.

College Educational Programs and Policies Committee Approval Date:

The College of Business Administration Executive Committee voted to approve this
proposal on March 12, 2008.
The transfer was supported by the College of LAS after consultation with the Dean of LAS and the chairs of the LAS social science units, the LAS Executive Committee, and the LAS Associate Deans.

**Contact Persons:**

Stefanie Lenway, Dean  
College of Business Administration

Dwight McBride, Dean  
College of Liberal Arts and Sciences

**Proposed Effective Date:**

Fall 2008, or upon final approval.
<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Revision of the MA in Real Estate</th>
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<tr>
<td><strong>Sponsor:</strong></td>
<td>College of Business Administration</td>
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</table>
| **Description:** | 1. The Master of Arts in Real Estate as currently written requires a minimum of 35 credit hours. This number is a miscount of credits because, at one time, the required course ECON/FIN 472 was listed as awarding three credits to graduate students when it actually grants four credits to graduate students. Thus the minimum credit hours required to complete the degree is actually 36.  
2. UPP 508: “Geographic Information Systems for Planning” will be added as an optional course in the Urban Planning Concentration. Please see attached note from the College of Urban Planning and Public Affairs.  
3. In the Urban Business concentration, FIN 510: “Investments” has been added to the list of courses that can be applied to this concentration.  
4. The MA in Real Estate program requires FIN 500 for which ACTG 500 is a prerequisite. Currently, the admission requirements state that “Students should also have completed a basic course in accounting, or take one upon arrival.” This requirement will be clarified to reflect that students may take a waiver exam for ACTG 500 OR take ACTG 500 upon arrival. |
| **Justification:** | 1. The credit hours associated with one required course were reported as 3 hours, bringing the total for the program to 35. However, any student enrolled in the MA in Real Estate program would receive 4 credits for this course as a graduate student. The change accurately reflects the minimum number of credits that an MA in Real Estate student would earn to complete the degree.  
2. This change reflects student demand for courses. Many students have petitioned to have this course count toward their concentration.  
3. This change reflects student demand for courses. Many students have petitioned to have this course count toward their concentration.  
4. The change clarifies the requirement and allows for the enforcement of the FIN 500 prerequisite (ACTG 500) in a manner that is consistent across students and programs. |
| **Admissions Requirements:** | **Current:**  
- Baccalaureate Field No  
**Proposed:**  
- Baccalaureate Field No |

Revised on 3/13/08
restrictions.

- **Grade Point Average** At least 3.00/4.00 for the final 60 semester (90 quarter) hours of undergraduate study.

- **Tests Required** GMAT or GRE. The score must be from a test that was administered within five years of the requested date of entry. The writing assessment is required.

- **Minimum TOEFL Score** 585 (paper-based); 239 (computer-based); 80, with subscores of Reading 19, Listening 17, Speaking 20, and Writing 21 (new Internet-based TOEFL).

- **Letters of Recommendation** Two required.

- **Personal Statement** Required.

- **Other Requirements** Fall or spring admission. The formal prerequisites for admission to the program are a basic background in mathematics and business statistics, which can be fulfilled by completing the online minicourse, *Review of Basic Mathematics and Statistics for MBA Students* [http://phd.cba.uic.edu/MathTutorial/Start.html](http://phd.cba.uic.edu/MathTutorial/Start.html). Students should also have completed a basic course in accounting, or take one upon arrival.

restrictions.

- **Grade Point Average** At least 3.00/4.00 for the final 60 semester (90 quarter) hours of undergraduate study.

- **Tests Required** GMAT or GRE. The score must be from a test that was administered within five years of the requested date of entry. The writing assessment is required.

- **Minimum TOEFL Score** 585 (paper-based); 239 (computer-based); 80, with subscores of Reading 19, Listening 17, Speaking 20, and Writing 21 (new Internet-based TOEFL).

- **Letters of Recommendation** Two required.

- **Personal Statement** Required.

- **Other Requirements** Fall or spring admission. The formal prerequisites for admission to the program are a basic background in mathematics and business statistics, which can be fulfilled by completing the online minicourse, *Review of Basic Mathematics and Statistics for MBA Students* [http://phd.cba.uic.edu/MathTutorial/Start.html](http://phd.cba.uic.edu/MathTutorial/Start.html). Students should also have completed a basic course in accounting. Mastery of basic accounting may be demonstrated by taking a waiver exam or taking ACTG 500 upon arrival.
<table>
<thead>
<tr>
<th><strong>Degree Requirements:</strong></th>
<th><strong>Current:</strong></th>
<th><strong>Proposed:</strong></th>
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<tbody>
<tr>
<td><strong>Minimum Semester Hours Required</strong></td>
<td>35.</td>
<td>36</td>
</tr>
<tr>
<td><strong>Course Work</strong> Degree candidates must present a cumulative grade point average of at least 3.00/4.00 for all course work, including background (foundation) courses.</td>
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<tr>
<td><strong>Required Courses (27 hours):</strong> ECON 520, ECON 571, ECON/FIN 472, FIN 500, UPP 501, UPP 553, MBA 590.</td>
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<td><strong>Areas of Concentration (8 hours):</strong> Students must declare either a Business or Urban Planning concentration.</td>
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<td><strong>Business Concentration (2 courses from the following):</strong> ECON 475, 534, 572, 575.</td>
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<tr>
<td><strong>Urban Planning Concentration (2 courses from the following):</strong> UPP 530, 533, 542, 557.</td>
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<td><strong>Comprehensive Examination</strong> None.</td>
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<tr>
<td><strong>Thesis, Project or Course-Work-Only Options</strong> Course work only. No other options are available.</td>
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<tr>
<td><strong>Minority Impact Statement:</strong></td>
<td>None anticipated.</td>
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</table>

Revised on 3/13/08
Budgetary and Staff Implications: None anticipated.

Library Resource Implications: None anticipated.

Space Implications: None anticipated.

Unit (e.g. department) approval date:
Approved by CBA Graduate Academic Program Committee, February 27, 2008.
Approved by College of Business Administration Faculty, March 7, 2008.

Contact Person: Jim Pierce, Executive Director for Academic Affairs in CBA

Proposed Effective Date: Fall, 2008

Finance

510 Investments
4 hours. Theory and practice of investment analysis. Topics included are the institutional organization of security markets, and fundamental principles of asset valuation with application to specific securities. Prerequisite(s): FIN 500.

Urban Planning and Policy

508 Geographic Information Systems for Planning
4 hours. Applications of Geographic Information Systems to urban planning and policy making. Same as GEOG 589. Prerequisite(s): Graduate standing in urban planning and policy or consent of the instructor.
<table>
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<tr>
<th><strong>Title:</strong></th>
<th>Revision of the Master of Science in Accounting (MSA) program</th>
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</thead>
</table>
| **Sponsor:** | Department of Accounting  
College of Business Administration |
| **Description:** | The department would like to change the courses required for degree completion from ACTG 515 and ACTG 593 plus three other courses from a menu to any two from ACTG 516, ACTG 525, ACTG 585, and ACTG 593, plus three other courses from the course menu. |
| **Justification:** | ACTG 516, ACTG 525 and ACTG 585 in the revised program core menu are better aligned with the CPA exam than the previously required ACTG 515. This change also provides greater flexibility for students in choosing courses to complete the program.  
ACTG 593 has become one of four selectives rather than a requirement. While this course remains important for accounting students, the three courses added are closely linked with the CPA exam. This change allows students greater flexibility in course scheduling and in allowing them to tailor their program to meet their own educational needs. |

| **Degree Requirements** | **Current:** | In addition to the Graduate College minimum requirements, students must meet the following program requirements:  
Master of Science  
- **Minimum Semester Hours Required** 32.  
- **Course Work** Degree candidates must present a cumulative grade point average of at least 3.00/4.00 for all 400- and 500-level courses.  
- **Required Courses** (5 courses, 20 hours): ACTG 515 and 593; and 3 courses |
|------------------------|--------------|--------------------------------------------------------------------------------------------------|
|                        | **Proposed:** | In addition to the Graduate College minimum requirements, students must meet the following program requirements:  
Master of Science  
- **Minimum Semester Hours Required** 32.  
- **Course Work** Degree candidates must present a cumulative grade point average of at least 3.00/4.00 for all 400- and 500-level courses.  
- **Required Courses** (5 courses, 20 hours) selected |
<table>
<thead>
<tr>
<th>Minority Impact Statement:</th>
<th>No impact is expected from this change on minority students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgetary and Staff Implications:</td>
<td>No budgetary implications are anticipated from this change. No impact on staffing levels is projected but the change will allow for more flexible deployment of faculty to cover courses in each semester.</td>
</tr>
<tr>
<td>Library Resource Implications:</td>
<td>No effect on library resources is anticipated.</td>
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<tr>
<td>Space Implications:</td>
<td>No space implications are projected.</td>
</tr>
</tbody>
</table>

Background and Breadth Courses (11 courses, 44 hours): All MS in Accounting students must also complete the following 11 courses (up to 8 of these courses can be waived based on completion of prior satisfactory equivalent study): 3 Business Electives; ACTG 435, 474, 500, 502, 503, 506, 508; IDS 570. At least 5 of the courses must be at the 500-level.

Comprehensive Examination None.

Thesis, Project, or Course-Work-Only Options Course work only. No other options are available.

Minority Impact Statement: No impact is expected from this change on minority students.

Budgetary and Staff Implications: No budgetary implications are anticipated from this change. No impact on staffing levels is projected but the change will allow for more flexible deployment of faculty to cover courses in each semester.

Library Resource Implications: No effect on library resources is anticipated.

Space Implications: No space implications are projected.
| Unit (e.g. department) approval date: | Approved by Department of Accounting, February 23, 2008  
Approved by CBA faculty, March 7, 2008. |
| College (educational policy committee, faculty) approval dates: | |
| Contact Person: | Peter Chalos, Head, Department of Accounting, pchalos@uic.edu and Jim Pierce, Executive Director for Academic Affairs |
| Proposed Effective Date: | Fall 2008 |

**Accounting**

**515 Accounting Theory and Paradigms**
4 hours. Theory construction, conceptual framework, and paradigmatic avenues in accounting with relation to applications. *Prerequisite(s)*: ACTG 502 or the equivalent.

**516 Financial Statement Analysis**
4 hours. Use of financial information by decision makers external to the firm; profitability and risk analysis; financial forecasting and equity valuation. Extensive computer use required. *Prerequisite(s)*: ACTG 502; or approval of the department.

**525 Management Control of Strategic Performance**
4 hours. Contemporary overview of the management control systems measuring technological activities, measuring value added, outsourcing non-core compensation plan and performance measurement. Extensive computer use required. *Prerequisite(s)*: ACTG 506; or approval of the department.

**585 Corporate Valuation and Accounting Information**
4 hours. Valuation using discounted cash flow and multiples. Use of financial disclosures to construct forecasts. How multiples behave. How accounting affects valuation ratios. Credit is not given for ACTG 585 if the student has credit for ACTG 485. *Prerequisite(s)*: ACTG 502; and FIN 510 or FIN 520; or approval of the department.

**593 Accounting Research: Methodology and Communication**
4 hours. Instruction in research methods, issues, and research appreciation and evaluation together with individual practice in planning, conducting, and reporting professional research projects in accounting and capital markets. Extensive computer use required. *Prerequisite(s)*: ACTG 502.
Title: Revision of the M.S. in Industrial Engineering and PhD in Industrial Engineering and Operations Research

Sponsor: Department of Mechanical and Industrial Engineering, College of Engineering

Description: The Department of Mechanical and Industrial Engineering proposes the following changes to the M.S. in Industrial Engineering and PhD in Industrial Engineering and Operations Research:

1) Add the following 0 credit hour course to be a required course, to be taken every fall and spring semester:
   a. IE 595: Industrial Engineering Seminar – M.S. in Industrial Engineering and PhD in Industrial Engineering and Operations Research

   The change will not add to the number of hours needed by the student to graduate in either program.

2) Decrease the number of hours required in Industrial Engineering (IE) courses in the MS program

   M.S. Thesis Option goes from 20 hours required in Industrial Engineering coursework to 8 hours required: 4 hours must be 500-level IE coursework, 4 hours must be 400- or 500-level IE coursework. The remaining 16 hours (8 hours at the 500-level and 8 hours at the 400- or 500-level) need not be taken in IE coursework.

   M.S. Course –only Option goes from 20 hours required in Industrial Engineering coursework to 16 hours required: 8 hours must be 500-level IE coursework, 8 hours must be 400- or 500-level IE coursework. The remaining 20 hours (8 hours at the 500-level and 12 hours at the 400- or 500-level) need not be taken in IE coursework.

   PhD Post MS Program goes from 16 hours required in Industrial Engineering coursework to 12 hours required: 8 hours must be 500-level IE coursework, 4 hours must be 400- or 500-level IE coursework. The remaining 20 hours (8 hours at the 500-level and 12 hours at the 400- or 500-level, including 8 hours of mathematics and statistics) need not be taken in IE coursework.

3) Increase the minimum number of hours required in Industrial Engineering courses for Direct PhD (from 16 hours to 20 hours).

Additional changes, not affecting the degree requirements, will be made to the catalog description: not allow credit/no credit courses be used for graduation credit; students must get Graduate Directors approval to take online courses; all courses taken must be pre-approved by students' advisor; change statement of application dates to match those of the Graduate College; reword the TOEFL requirement; and reword the degree requirements.

The total number of hours needed for MS students will remain 36. The total amount of hours needed for PhD students will remain 108

Justification:

1) The addition of IE 595 is intended to:
   a) Familiarize graduate students with latest research in Industrial Engineering;
b) Acquaint graduate students with contemporary issues in Industrial Engineering;
c) Model for graduate students the importance of the pursuit of life-long learning;
d) Afford graduate students a shared intellectual experience outside of the regular classroom;
e) Improve students’ communication and presentation skills in Mechanical and Industrial Engineering topics by exposing them to experts’ lectures in their field.

2) Decreasing the amount of hours required in Industrial Engineering courses for the course-only MS program and the PhD post-MS program
   a) This allows students to take courses in line with their interdisciplinary research in emerging fields.

3) Increasing the minimum hours in Industrial Engineering courses for Direct PhD.
   a) The current catalog copy never stated properly the requirements in the IE rubric. It made no mention of 400 level class requirement. The change is 4 hours more in the IE rubric. It does not increase the total hours needed for graduation

The change to not allow credit/no credit courses is being made to insure student’s comprehension of material. The change to require Graduate Director approval of UIC online courses is to insure the quality of online courses taken by students. The change to require advisor approval of all coursework is to insure quality of the degree and to be sure that students take the necessary research coursework. Rewording the TOEFL and degree requirements is being done for clarification purposes.

Catalog Statement:  See attached

Minority Impact Statement: None

Budgetary and Staff Implications: None, the Department has always provided seminars every semester.

Library Resource Implications: None

Space Implications: None

Unit approval Date: May 11, 2007

College Approval Date: November 19, 2007

Contact: Farzad Mashayek, Professor and Director of Graduate Studies

Proposed Effective Date: Summer, 2008

Changes are denoted in red
The Department of Mechanical and Industrial Engineering offers work leading to the Master of Science in Industrial Engineering and the Doctor of Philosophy in Industrial Engineering and Operations Research. Course work and research is available in such topics as computer-aided design and manufacturing, supply chain, logistics, optimization, quality control, virtual reality, industrial automation, safety engineering, diagnostics, prognostics, controls and statistical modeling. The department also offers a program leading to degrees in Mechanical Engineering at both the master’s and doctoral levels; consult the appropriate section of the catalog for more information on this program.

### Admission Requirements

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

#### Master of Science and Doctor of Philosophy

- **Baccalaureate Field** Industrial engineering or a related curriculum. The degree must be from an American Board of Engineering Technology (ABET) accredited college or university or the equivalent.

- **Grade Point Average** At least 3.00/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study. A grade point average of at least 3.50 is preferred for applicants to the PhD program.

- **Tests Required** International applicants are required to take the GRE. Applicants seeking a teaching or research assistantship are strongly encouraged to take the GRE General.

- **Minimum TOEFL Score** 550 (paper-based); 213 (computer-based); 80, with sub-scores of Reading 19, Listening 17, Speaking 20, and Writing 21 (new Internet-based TOEFL).

- **Letters of Recommendation** Three required.
- **Personal Statement** Required.
- **Other Requirements** Admission to the PhD program is not automatic for students completing their MS degree in the department. Master’s students who desire to continue on to the PhD must see the department’s graduate coordinator for forms to apply to the PhD program.

- **Nondegree Applicants** Nondegree applicants may be admitted for no more than 8 semester hours.
- **Deadlines** The application deadline for this program is earlier than the Graduate College deadline; contact the program for information on current deadlines.

### Degree Requirements

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

#### Master of Science

- **Minimum Semester Hours Required** 36.

- **Course Work**
  
  **Course Work Option:** At least 36 hours must be in didactic courses. Twenty semester hours must be in courses in the department, of which at least 12 hours must be at the 500-level, excluding IE 596. IE 596 may be used to fulfill a 400-level course requirement. No more than 4 hours of IE 596 can be applied to the degree. A 400- or 500-level course may be taken in place of IE 596.

- **Thesis Option:** At least 24 hours must be in didactic courses. Twenty semester hours must be in courses in the department, of which at least 12 hours must be at the 500-level, excluding IE 596 and IE 599. Twelve hours must be in IE 598.

- **No graduation credit will be given for credit/no credit courses.**
- **Students must get Graduate Director’s approval to take online courses.**
- **All courses must be approved first by the students’ advisor and then by Director of...**
• **Comprehensive Examination** None.

• **Thesis, Project, or Course-Work-Only Options:** Thesis or course work only. No other options are available.

  - **Thesis:** No more than 12 hours of IE 598 can be applied to the degree.

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**Doctor of Philosophy**

• **Minimum Semester Hours Required** 108 from the baccalaureate.

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• **Course Work** Minimum requirement of 56 semester hours of post baccalaureate course work, excluding IE 599.

  - **Specific Course Requirements:** At least 28 semester hours must be at the 500-level, of which 16 hours must be in the department, excluding IE 596 and 599. Eight hours must be in graduate courses offered by the Department of Mathematics. IE 471/472 may be counted as part of the math requirement.

  - **Credit for MS Degree:** Those having an MS degree from an accredited institution may be awarded 32 semester hours of credit towards the PhD degree requirement. Twenty-four hours may be applied toward the course work requirement with 12 hours towards the 28-hour 500-level requirement. The remaining 8 hours may be applied towards the PhD dissertation hours (IE 599).

---

1) **Direct PhD** (108 hours total)

   A) 56 hours course work
      1) 28 hours at the 500 level
         a) Excluding IE 596, IE 598 and IE 599
         b) 12 hours must be in IE rubric.
      2) Remaining 28 hours
         a) Up to 4 hours of IE 596 can be used.
         b) 8 hours must be in IE rubric.
         c) 8 hours of mathematics and statistics.
            (a) These courses maybe at the 400 or 500 level.
            (b) Rubrics MATH and STAT are allowed with approval of
                the advisor and the Graduate Director.
            (c) IE 471 and IE 472 may be used toward this
                requirement.

   B) 52 hours of IE 599 Ph.D. Thesis Research.

   C) All students must enroll in IE 595 every Fall and Spring semester

2) **PhD post MS** (108 hours total, 32 hours transferred from MS)

  - **Credit for MS Degree:** Those having an MS
Examinations

Departmental Qualifying Examination: Required.

- Preliminary Examination: Required.
- Dissertation: Required. Students must earn at least 52 semester hours in IE 599.

Other Requirements

Students must be registered during the semester of intended graduation.

COURSE DESCRIPTION:

IE 595 Industrial Engineering Seminar, 0 hours. Advances in Industrial Engineering research will be presented in a seminar setting. Course Information: Satisfactory/Unsatisfactory grading only. Must be taken every semester by all registered MS and PhD Industrial Engineering students. Prerequisite(s): Graduate standing in Industrial Engineering.
Title: Revision of the M.S. and PhD in Mechanical Engineering

Sponsor: Department of Mechanical and Industrial Engineering, College of Engineering

Description: The Department of Mechanical and Industrial Engineering proposes the following changes to the M.S. and PhD in Mechanical Engineering:

1) Add the following 0 credit hour course to be a required course, to be taken every fall and spring semester:
   a. ME 595: Mechanical Engineering Seminar – M.S. and PhD in Mechanical Engineering.

2) Decrease the number of hours required in the Mechanical Engineering (ME) rubric in the MS with thesis program (from 20 hours to 12 hours).

3) Increase the minimum number of hours in Mechanical Engineering (ME) rubric courses required by Direct PhD (from 16 hours to 28 hours).

4) Decrease the amount of 500 level classes required in the Mechanical Engineering (ME) rubric by the PhD post MS degree and MS thesis option.

5) Change 4 hours of the mathematics requirement to be at the 500 level for the Direct PhD and the PhD post MS degree.

Additional changes, not affecting the degree requirements, will be made to the catalog description: not allow credit/no credit courses be used for graduation credit; students must get Graduate Directors approval to take online courses; all courses taken must be pre-approved by students' advisor; change statement of application dates to match those of the Graduate College; reword the TOEFL requirement; and reword the degree requirements.

The changes will not add to the number of hours required for graduation in either program. The total number of hours needed for MS students will remain 36. The total amount of hours needed for PhD students will remain 108.

Justification:

1) The addition of ME 595 is intended to:
   a) Familiarize graduate students with latest research in Mechanical Engineering;
   b) Acquaint graduate students with contemporary issues in Mechanical Engineering;
   c) Model for graduate students the importance of the pursuit of life-long learning;
   d) Afford graduate students a shared intellectual experience outside of the regular classroom;
   e) Improve students' communication and presentation skills in Mechanical Engineering topics by exposing them to experts' lectures in their field.

2) Decreasing the amount of hours required in the ME rubric in the MS with thesis program.
   a) This allows students to take courses in line with their interdisciplinary research in emerging fields.

3) Increasing the amount of ME rubric courses required by Direct PhD.
a) This requirement was never stated correctly in the current catalog copy. The previous versions only stated the minimum number of 500 level courses in the department.

4) Decrease the amount of 500 level classes required in the ME rubric by the PhD post MS and MS thesis option.
   a) This allows students to take courses in line with their interdisciplinary research in emerging fields.

5) Change 4 hours of the mathematics requirement to be at the 500 level for the Direct PhD and the PhD post MS degree.
   a) This change will better prepare the students for the 500 level courses in the ME rubric.

The change to not allow credit/no credit courses is being made to insure student’s comprehension of material. The change to require Graduate Director approval of UIC online courses is to insure the quality of online courses taken by students. The change to require advisor approval of all coursework is to insure quality of the degree and to be sure that students take the necessary research coursework. Rewording the TOEFL and degree requirements is being done for clarification purposes.

**Catalog Statement:** See attached

**Minority Impact Statement:** None

**Budgetary and Staff Implications:** None, the Department has always provided seminars every semester.

**Library Resource Implications:** None

**Space Implications:** None

**Unit approval Date:** May 11, 2007

**College Approval Date:** November 19, 2007

**Contact:** Farzad Mashayek, Professor and Director of Graduate Studies

**Proposed Effective Date:** Summer, 2008
The Department of Mechanical and Industrial Engineering offers work leading to degrees in Mechanical Engineering at both the master's and doctoral levels. In addition, the department offers a program leading to the Master of Science in Industrial Engineering and the Doctor of Philosophy in Industrial Engineering and Operations Research; consult the appropriate section of the catalog for more information. Course work and research is available in such topics as fluid mechanics, stress analysis, mechanisms, dynamics and vibration, mechanical design, computer-aided design and manufacturing, heat transfer, mass transfer, combustion, multiphase flow and heat transfer, automatic control, industrial automation, and energy conversion. Interdisciplinary and interdepartmental work is encouraged, especially in the biological, environmental, electrical engineering, and computer science areas.

**Admission Requirements**

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

**Master of Science and Doctor of Philosophy**

- **Baccalaureate Field** Mechanical engineering. The degree must be from an American Board of Engineering Technology (ABET) accredited college or university or equivalent.
- **Grade Point Average** At least 3.00/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study. A grade point average of at least 3.50 is preferred for applicants to the PhD program.
- **Tests Required** International applicants are required to take the GRE. Applicants seeking a teaching or research assistantship...
are strongly encouraged to take the GRE General.

- **Minimum TOEFL Score** 550 (paper-based); 213 (computer-based); 80, with sub scores of Reading 19, Listening 17, Speaking 20, and Writing 21 (new Internet-based TOEFL).

- **Letters of Recommendation** Three required.
- **Personal Statement** Required.
- **Other Requirements** Admission to the PhD program is not automatic for students completing their MS degree in the department. Master’s students who desire to continue on to the PhD must see the department’s graduate coordinator for forms to apply to the PhD program.
- **Nondegree Applicants** Nondegree applicants may be admitted for no more than 8 semester hours.
- **Deadlines** The application deadline for this program is earlier than the Graduate College deadline; contact the program for information on current deadlines.

### Degree Requirements

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

**Master of Science**

- **Minimum Semester Hours Required** 36. Students may elect one of two options: course work only or thesis.

#### Course Work:

**Course-Work-Only Option:** At least 36 hours must be in didactic courses. Twenty semester hours must be in courses in the department, of which at least 12 hours must be at the 500-level, excluding ME 596. ME 596 may be used to fulfill a 400-level course requirement. No more than 4 hours of ME 596 can be applied to the degree. A 400- or 500-level course may be taken in place of ME 596.

**Thesis Option:** At least 24 hours must be in didactic courses. Twenty semester hours must be in courses in the department, of which at least 12 hours must be at the 500-level, excluding ME 596. ME 596 may be used to fulfill a 400-level course requirement. No more than 4 hours of ME 596 can be applied to the degree. A 400- or 500-level course may be taken in place of ME 596.

#### Students must choose one of two options

1) **Thesis option** (36 hours total)
   - 24 hours course work
     - 12 hours at the 500-level
       - a) Excluding ME 596, ME 598 and ME 599.
       - b) 8 hours must be in ME rubric.
     - Remaining 12 hours, at 400 or 500 level.
       - a) Up to 4 hours of ME 596 can be used.
       - b) 4 hours must be in ME rubric.
   - 12 hours of ME 598 M.S. Thesis Research
   - C) All students must enroll in ME 595 every Fall and Spring semester.

2) **Course-only Option** (36 hours total)
level, excluding ME 596 and ME 598. Twelve hours must be in ME 598.

- **Comprehensive Examination** None.
- **Thesis, Project, or Course-Work-Only Options** Thesis or course work only. No other options are available.
  - Thesis: No more than 12 hours of ME 598 can be applied to the degree.

**Doctor of Philosophy**

- **Minimum Semester Hours Required**
  108 from the baccalaureate.

- **Course Work Required Courses:**
  Minimum requirement of 56 semester hours of post baccalaureate course work, excluding ME 599.
  
  - **Specific Course Requirements:** At least 28 hours must be in 500-level courses, of which at least 16 hours must be in the department, excluding ME 596 and 599. Eight semester hours must be in graduate courses offered by the Department of Mathematics. ME 494 and 594 may count as part of the math requirement.

- **Credit for MS Degree:** Those having an MS degree from an accredited institution may

  A) 12 hours at 500 level
    1) Excluding ME 596, ME 598 and ME 599
    2) 12 hours must be in ME rubric.
  B) Remaining 20 hours, at 400 or 500 level.
    1) Up to 4 hours of ME 596 can be used.
    2) 8 hours must be in ME rubric.
  C) All students must enroll in ME 595 every Fall and Spring semester

- **No graduation credit will be given for credit/no credit courses.**
- **Students must get Graduate Director’s approval to take online courses.**
- **All courses must be approved by the students’ advisor.**
- **Comprehensive Examination** None.
- **Thesis, Project, or Course-Work-Only Options** Thesis or course work only. No other options are available.

Same

Same

- **Students must complete one of the two options.**

1) **Direct PhD** (108 hours total)
   A) 56 hours course work
      1) 28 hours at the 500 level
         a) Excluding ME 596, ME 598 and ME 599
         b) 4 hours of mathematics and statistics.
            i) Rubrics MATH and STAT are allowed with approval of the advisor and the Graduate Director.
            ii) ME 594-Math may be used toward this requirement.
         c) 16 hours must be in ME rubric
      2) Remaining 28 hours
         a) Up to 4 hours of ME 596 can be used.
         b) 12 hours must be in ME Rubric.
         c) 4 hours of mathematics and statistics.
            i) These courses maybe at the 400 or 500 level.
            ii) Rubrics MATH and STAT are allowed with approval of the advisor and the Graduate Director.
be awarded 32 hours of credit towards the PhD degree requirement. Twenty-four hours may be applied toward the course work requirement with 12 hours towards the 28-hour 500-level requirement. The remaining 8 hours may be applied towards the PhD dissertation hours (ME 599).

2) PhD post MS (108 hours total, 32 hours transferred from MS)

Credit for MS Degree: Those having an MS degree from an accredited institution will be awarded 32 semester hours of credit towards the PhD degree requirement. 24 hours of course work and 8 hours of ME 599.

A) 32 hours of course work
   1) 16 hours at the 500 level.
      a) Excluding ME 596, ME 598 and ME 599.
      b) 4 hours of mathematics and statistics.
         i) Rubrics MATH and STAT are allowed with approval of the advisor and the Graduate Director.
         ii) ME 594-Math may be used toward this requirement.
      c) 12 hours must be in ME rubric.
   2) Remaining 16 hours, at the 400 and/or 500 level.
      a) Up to 4 hours of ME 596 can be used.
      b) 4 hours must be in ME rubric.
      c) 4 hours of mathematics and statistics.
         i) These courses maybe at the 400 or 500 level.
         ii) Rubrics MATH and STAT are allowed with approval of the advisor and the Graduate Director.
         iii) ME 494 Math may be used toward this requirement.

B) 44 hours of ME 599 Ph.D. Thesis Research.

C) 32 hours transferred from MS degree

D) All students must enroll in ME 595 every Fall and Spring semester

- No graduation credit will be given for credit/no credit courses.
- Students must get Graduate Director’s approval to take online courses.
- All courses must be approved by the
<table>
<thead>
<tr>
<th>Examinations</th>
<th>Preliminary Examination: Required.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation: Required. Students must earn at least 52 hours in ME 599.</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>Students must be registered during the semester of intended graduation.</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

**ME 595 Mechanical Engineering Seminar**
Advances in Mechanical Engineering research will be presented in a seminar setting. Course Information: Satisfactory/Unsatisfactory grading only. Must be taken every semester by all registered MS and PhD Mechanical Engineering students. Prerequisite(s): Graduate standing in Mechanical Engineering.
Title: Revision of the Bachelor of Arts in Liberal Arts and Sciences, Major in Philosophy and Minor in Philosophy

Sponsor: Department of Philosophy
College of Liberal Arts and Sciences

Description:

1. Changing the “Writing-in-the-Discipline” requirement, PHIL 400 Philosophical Writing, from a 1 credit “add-on” course to a regular 3 credit course: PHIL 300: Fundamentals of Philosophical Discourse. This revision increases by 2 the total hours required in the major from 31 to 33.

2. Changing the first five course groups to create a history of philosophy requirement (9 credit hours) as follows:
   a. Consolidating courses on Plato and Aristotle into one group on “Ancient Philosophy” (Group 1), dropping PHIL 420: Plato and PHIL 421: Aristotle, and adding PHIL 428: Topics in Ancient Philosophy.
   b. Adding a new grouping in “19th Century Philosophy” (Group 5) to include: PHIL 225 19th Century Philosophy and PHIL 425--Studies in 19th Century Philosophy.

3. Adding PHIL 240: Philosophy and Revelation: Jewish and Christian Perspectives, and PHIL 402: Philosophy of Mind as selectives. [Note: PHIL 240 is being renumbered from PHIL 141.]

4. Adding a “high departmental distinction” option, the requirements for which are the same as those for departmental distinction, with the addition of PHIL 390: Senior Thesis in Philosophy.

5. Adding PHIL 225: 19th Century Philosophy as a selective for the minor.

The total hours for the degree remain the same at 120. The total hours for the minor remain the same at 15.

Justification:

1. The Writing in the Discipline requirement has been taught as a one-credit add on to a designated 400-level course (PHIL 400) each term. This format has proved to be inadequate. To teach the writing skills our students need, we need a course focused directly on writing. In the current format the need to teach the content of the 400-level course to which PHIL 400 is attached does not allow sufficient time to work on writing. The skills involved in presenting philosophical argument orally and in writing require the time allowed in a regular 3-credit course.

2. This change is aimed at reflecting changes in the make up of our faculty, and allowing for more legitimate options in fulfilling the history requirement.
   a) We used to have two faculty who specialized exclusively in Ancient Philosophy, and so were able to offer courses on Plato and Aristotle at the 200- and 400-level regularly. For a number of years we had only one such specialist, and it is not clear that we will be hiring another soon. We are therefore not able to offer the courses regularly enough to make it reasonable to keep them (the courses on Plato and Aristotle) in separate categories.
   b) We have added faculty with expertise in 19th Century philosophy and hope to continue to strengthen this area. It is an important time in the history of philosophy, and one that generates a
great deal of student interest. Since we are now able to regularly offer courses in this area and intend to do so, we need to formalize its role in the major, as category 5 under requirement A (History of Philosophy).

3. Philosophy 402 (Philosophy of Mind) is a new course. Phil 240 (Philosophy and Revelation) has been re-numbered from Phil 141, because the material taught proved too difficult to be taught in an introductory course. Both courses are appropriate for students to take as selectives.

4. Every year we have a handful of exceptional majors who intend to go on to graduate programs in philosophy. These majors have generally met with success, but they are at a disadvantage both in applying to graduate programs and when they first enter them because they have not had the experience of working intensively with a faculty member on a sustained piece of original research that goes beyond what is typical for a 400-level course term paper. We propose to offer the option of such research to those students who have demonstrated through their work in the major that they are prepared to undertake it. To select this option, students must have approval of both the Director of Undergraduate Studies as well as the professor with whom the student will be writing the thesis.

5. PHIL 225: 19th Century Philosophy: See 2a above. This is a history of philosophy course so is an appropriate choice for the history of philosophy selective in the minor.

Catalog copy:

<table>
<thead>
<tr>
<th>Current Catalog Copy</th>
<th>Proposed Catalog Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA with a Major in Philosophy</strong></td>
<td><strong>BA with a Major in Philosophy</strong></td>
</tr>
<tr>
<td>Students select from the Major in Philosophy or the Major in Philosophy with Departmental Distinction.</td>
<td>To earn a Bachelor of Arts in Liberal Arts and Sciences degree from UIC, students must complete University, college, and department degree requirements. The Department of Philosophy degree requirements are outlined below. Students should consult the College of Liberal Arts and Sciences section for additional degree requirements and college academic policies.</td>
</tr>
<tr>
<td><strong>Degree Requirements—Major in Philosophy</strong></td>
<td><strong>Degree Requirements</strong></td>
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<tr>
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<td></td>
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<tr>
<td>BS with a Major in Philosophy</td>
<td><strong>BA with a Major in Philosophy</strong></td>
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<td>Degree Requirements</td>
<td>Hours</td>
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<tr>
<td>Major Requirements</td>
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</tr>
<tr>
<td>General Education and Electives</td>
<td>89</td>
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<tr>
<td>Minimum Total Hours—BA with a Major in Philosophy</td>
<td>120</td>
</tr>
<tr>
<td><strong>General Education:</strong></td>
<td><strong>General Education:</strong></td>
</tr>
<tr>
<td>See General Education and Writing-in-the-Discipline in the College of Liberal Arts and Sciences section for information on meeting these requirements.</td>
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</tr>
<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>Of the 33 semester hours required for the Major,</td>
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</table>
Of the 31 semester hours required for the major, students must complete at least 12 semester hours at the 400-level, excluding the one hour of credit earned in PHIL 400.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Three philosophy courses, 1 from each of 3 of these 5 groups:</strong></td>
<td>9</td>
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<tr>
<td><strong>Group 1:</strong></td>
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<tr>
<td>PHIL 220—Ancient Philosophy I: Plato and His Predecessors (3)</td>
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<tr>
<td>PHIL 420—Plato (3)</td>
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<tr>
<td><strong>Group 2:</strong></td>
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<tr>
<td>PHIL 221—Ancient Philosophy II: Aristotle and His Successors (3)</td>
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<td>PHIL 421—Aristotle (3)</td>
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<tr>
<td><strong>Group 3:</strong></td>
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<tr>
<td>PHIL 422—Medieval Philosophy (3)</td>
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<td><strong>Group 4:</strong></td>
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<tr>
<td>PHIL 223—History of Modern Philosophy I: Descartes and His Successors (3)</td>
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<tr>
<td>PHIL 423—Studies in Early Modern Philosophy (3)</td>
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<tr>
<td><strong>Group 5:</strong></td>
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<tr>
<td>PHIL 224—History of Modern Philosophy II: Kant and His Predecessors (3)</td>
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<tr>
<td>PHIL 424—Kant (3)</td>
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</tbody>
</table>

**PHIL 102**—Introductory Logic 3

**PHIL 210**—Symbolic Logic 3

**PHIL 300**—Fundamentals of Philosophical Discourse 3

**HISTORY OF PHILOSOPHY**

<table>
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<td>PHIL 221—Ancient Philosophy II: Aristotle and His Successors (3)</td>
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<tr>
<td>Phil 428—Topics in Ancient Philosophy</td>
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<td><strong>Group 1:</strong></td>
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<td>PHIL 225—19th Century Philosophy (3)</td>
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<tr>
<td>PHIL 425—Studies in 19th Century Philosophy (3)</td>
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</tr>
</tbody>
</table>

**Two courses from the following list:** 6

PHIL 201—Theory of Knowledge (3)

PHIL 202—Philosophy of Psychology (3)

PHIL 203—Metaphysics (3)

PHIL 204—Introduction to the Philosophy of Science (3)

PHIL 211—Inductive Logic and Decision Making (3)

PHIL 226—Twentieth-Century Analytic Philosophy (3)

PHIL 227—Continental Philosophy I: Phenomenology and Existentialism (3)

PHIL 241—Philosophy of Religion (3)

PHIL 401—Theory of Knowledge (3)

PHIL 403—Metaphysics (3)

PHIL 404—Philosophy of Science (3)

PHIL 406—Philosophy of Language (3)

PHIL 426—Analysis and Logical Empiricism (3)

PHIL 427—Continental Philosophy II: European Thought Since 1960 (3)

PHIL 441—Topics in Philosophy of Religion (3)

PHIL 102—Introductory Logic 3

PHIL 210—Symbolic Logic 3

PHIL 300—Fundamentals of Philosophical Discourse 3

**HISTORY OF PHILOSOPHY**

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<td>PHIL 425—Studies in 19th Century Philosophy (3)</td>
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**Two Courses from the following list:** 6

PHIL 201—Theory of Knowledge (3)

PHIL 202—Philosophy of Psychology (3)

PHIL 203—Metaphysics (3)

PHIL 204—Introduction to the Philosophy of Science (3)

PHIL 211—Inductive Logic and Decision Making (3)

PHIL 226—Twentieth-Century Analytic Philosophy (3)

PHIL 227—Continental Philosophy I: Phenomenology and Existentialism (3)

PHIL 241—Philosophy of Religion (3)

PHIL 401—Theory of Knowledge (3)

PHIL 402—Topics in Philosophy of Mind (3)

PHIL 403—Metaphysics (3)

PHIL 404—Philosophy of Science (3)
One course from the following list 3
PHIL 230—Topics in Ethics and Political Philosophy (3)
PHIL 232—Sex Roles: Moral and Political Issues (3)
PHIL 234—Philosophy and Film (3)
PHIL 430—Ethics (3)
PHIL 431—Social/Political Philosophy (3)
PHIL 432—Topics in Ethics (3)
PHIL 433—Topics in Social/Political Philosophy (3)

Two additional philosophy courses, at least one of which must be above the 100-level 6
PHIL 400—Philosophical Writing b 1
Total Hours—Major Requirements 31

a PHIL 102 also fulfills the LAS quantitative reasoning requirement.
b PHIL 400 also fulfills the Writing-in-the-Discipline requirement. Must be taken in conjunction with 400-level courses as designated in the Schedule of Classes.

Degree Requirements—Major in Philosophy with Departmental Distinction

The major with departmental distinction is designed for serious students who intend to continue studying philosophy in graduate school or who plan to enter law or other professional schools. Students may declare themselves as candidates after completion of 16 hours of philosophy. A GPA of 3.70/4.00 in the philosophy courses selected as satisfying the major with departmental distinction and a 3.50/4.00 overall GPA are required for granting the degree.

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

BA with a Major in Philosophy with Departmental Distinction Degree Requirements

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements 34</td>
</tr>
<tr>
<td>General Education and Electives to reach minimum total hours 86</td>
</tr>
<tr>
<td>Minimum Total Hours—BA with a Major in Philosophy with Departmental Distinction 120</td>
</tr>
</tbody>
</table>

General Education See General Education and Writing-in-the-Discipline in the College of Liberal Arts and Sciences

PHIL 426—Analysis and Logical Empiricism (3)
PHIL 427—Continental Philosophy II: European Thought Since 1960 (3)
PHIL 441—Topics in Philosophy of Religion (3)

One course from the following list 3
PHIL 230—Topics in Ethics and Political Philosophy (3)
PHIL 232—Sex Roles: Moral and Political Issues (3)
PHIL 234—Philosophy and Film (3)
PHIL 430—Ethics (3)
PHIL 431—Social/Political Philosophy (3)
PHIL 432—Topics in Ethics (3)
PHIL 433—Topics in Social/Political Philosophy (3)

Two additional Philosophy courses, at least one of which must be above the 100-level 6

Total hours—major requirements 33

a PHIL 102 also fulfills the LAS quantitative reasoning requirement.
b PHIL 300 also fulfills the Writing-in-the-Discipline requirement.

Degree Requirements—Major in Philosophy with Departmental Distinction

Same

Delete

Departmental Distinction: In addition to satisfying the requirements for a Major in Philosophy, students must take one additional course at the 400-level, and have a GPA of 3.7 in all philosophy courses including transferred courses.

High Departmental Distinction: In addition to
**Major Requirements**

Of the 34 semester hours required for the major with distinction, students must complete at least 15 semester hours at the 400-level, excluding the one hour of credit earned in PHIL 400.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four philosophy courses, 1 from each of 4 of these 5 groups:</td>
<td>12</td>
</tr>
</tbody>
</table>

**Group 1:**
- PHIL 220—Ancient Philosophy I: Plato and His Predecessors (3)
- PHIL 420—Plato (3)

**Group 2:**
- PHIL 221—Ancient Philosophy II: Aristotle and His Successors (3)
- PHIL 421—Aristotle (3)

**Group 3:**
- PHIL 422—Medieval Philosophy (3)

**Group 4:**
- PHIL 223—History of Modern Philosophy I: Descartes and His Successors (3)
- PHIL 423—Studies in Early Modern Philosophy (3)

**Group 5:**
- PHIL 224—History of Modern Philosophy II: Kant and His Predecessors (3)
- PHIL 424—Kant (3)

*The first two courses or the second or third course listed below:* 3–6
- PHIL 102—Introductory Logic (3)*
- PHIL 210—Symbolic Logic (3)

**OR**

- PHIL 410—Introduction to Formal Logic (3)

**OR**

- PHIL 416—Metalogic I (3)

*Two courses from the following list:* 6
- PHIL 201—Theory of Knowledge (3)
- PHIL 202—Philosophy of Psychology (3)
- PHIL 203—Metaphysics (3)
- PHIL 204—Introduction to the Philosophy of
Science (3)
PHIL 211—Inductive Logic and Decision Making (3)
PHIL 226—Twentieth-Century Analytic Philosophy (3)
PHIL 227—Continental Philosophy I: Phenomenology and Existentialism (3)
PHIL 241—Philosophy of Religion (3)
PHIL 401—Theory of Knowledge (3)
PHIL 403—Metaphysics (3)
PHIL 404—Philosophy of Science (3)
PHIL 406—Philosophy of Language (3)
PHIL 426—Analysis and Logical Empiricism (3)
PHIL 427—Continental Philosophy II: European Thought Since 1960 (3)
PHIL 441—Topics in Philosophy of Religion (3)

Two courses from the following list: 6
PHIL 230—Topics in Ethics and Political Philosophy (3)

PHIL 232—Sex Roles: Moral and Political Issues (3)
PHIL 234—Philosophy and Film (3)
PHIL 430—Ethics (3)
PHIL 431—Social/Political Philosophy (3)
PHIL 432—Topics in Ethics (3)
PHIL 433—Topics in Social/Political Philosophy (3)

PHIL 400—Philosophical Writingb 1
Electives 3–6
Total Hours—Major Requirements 34

a PHIL 102 also fulfills the LAS Quantitative Reasoning requirement.
b PHIL 400 also fulfills the Writing-in-the-Discipline requirement. Must be taken in conjunction with 400-level courses as designated in the Schedule of Classes.

Recommended Plan of Study
To view a recommended plan of study for the major in Philosophy and the major in Philosophy with Distinction, please visit the LAS Web site http://www.uic.edu/las/college/info/fygp.

Minor in Philosophy
Students from other disciplines who want to minor in Philosophy must complete 15 semester hours as outlined below:

Required Courses—Philosophy Minor Hours
PHIL 102—Introductory Logica 3

Two courses from the following: 6
PHIL 220—Ancient Philosophy I: Plato and His Predecessors (3)

Minor in Philosophy
Students from other disciplines who want to minor in Philosophy must complete 15 semester hours as outlined below:

Required Courses—Philosophy Minor Hours
PHIL 102—Introductory Logica 3

Two courses in the History of Philosophy chosen from the following: 6
PHIL 220—Ancient Philosophy I: Plato and His Predecessors (3)
Minority Impact: None

Budgetary and Staff Implications: None

Library Resource Implications: None

Space Implications: None.

Unit Approval Date: December 13, 2007

College (Educational Policy Committee, faculty) Approval Dates: EPC: February 11, 2008; LAS faculty on 2/19/08

Contact Person: Neal Grossman, nealg@uic.edu or Charlotte Jackson, char@uic.edu.

Proposed effective date: Spring, 2009

Course Descriptions – Philosophy (PHIL)

PHIL 225 Nineteenth Century Philosophy. 3 hours. A survey course of the works of major nineteenth century philosophers such as: Hegel, Marx, Nietzsche, Kierkegaard, and Schopenhauer. Prerequisite(s): One course in Philosophy or consent of the instructor. Individual and Society course.

PHIL 240 Philosophy and Revelation: Jewish and Christian Perspectives. 3 hours. Same as RELS 240, JST 240. Introduction to philosophical ways of addressing the claim that a book (the Bible, the Quran) comes from God. Texts by Immanuel Kant, Moses Mendelssohn, and Soren Kierkegaard, among others. Prerequisites: Two courses in philosophy or consent of the instructor. [renumbered from PHIL 141]

PHIL 300 Fundamentals of Philosophical Discourse. 3 hours. An intensive course for philosophy majors aimed at introducing and developing skill in philosophical writing and oral presentation. Prerequisites: Major in philosophy; and junior standing or above or approval of the department. [renumbered from PHIL 400]

Revised on 4/4/08
PHIL 390 Senior Thesis in Philosophy. 3 hours. Student will work individually with a member of the faculty on a topic chosen by the student and approved by the faculty. **Prerequisites:** Open only seniors; and consent of the instructor and department.

PHIL 402 Topics in Philosophy of Mind. 3 hours. Survey and analysis of one or more topics in philosophy of mind, such as the mind-body problem, philosophy of psychology, perception and sensation, intentional content, consciousness, and mental causation. **Prerequisites:** PHIL 202. **Recommended background:** PHIL 102 or PHIL 210.

PHIL 420 Plato. 3 hours. Careful reading of selected works. May be repeated up to 1 time(s) with approval. Approval to repeat course granted by the department. **Prerequisite(s):** PHIL 220 or PHIL 221 or 3 courses in philosophy or consent of the instructor.

PHIL 421 Aristotle. 3 hours. Careful reading of selected works. May be repeated up to 1 time(s) with approval. Approval to repeat course granted by the department. **Prerequisite(s):** PHIL 220 or PHIL 221 or 3 courses in philosophy or consent of the instructor.

PHIL 425 Studies in Nineteenth-Century Philosophy. 3 hours. Careful reading of one or more post-Kantian philosophers such as Hegel, Schelling, Fichte, Schopenhauer, Marx, J.S. Mill, Kierkegaard, Nietzsche. **Prerequisite(s):** One 200-level course in philosophy or consent of the instructor.

PHIL 428 Topics in Ancient Philosophy. 3 hours. Careful reading of related works by Ancient Philosophers, e.g., Plato and Aristotle. **Prerequisites:** PHIL 220 or PHIL 221; and junior standing or above.
Title: Revision of the BS in Information and Decision Sciences Program

Sponsor: Department of Information and Decision Sciences
College of Business Administration

Description:
1. The department would like to change the Advanced Quantitative Skills requirement, which is part of the Business Course Requirements, to require IDS 371 (Business Statistics II) instead of MATH 205 (Advanced Mathematics for Business). This would also then remove IDS 371 as a major requirement.

2. The department would like to remove IDS 450 (Advanced Operations Management) as a major requirement and make it a selective within the major.

3. The department would like to replace the computing course requirement with IDS 406 (Business Systems Project).

4. The department would like to simplify the major requirements so that all courses are not specified, to allow for greater program flexibility.

5. The department would like to increase the number of business electives within the major from three hours to nine hours to provide students the opportunity for greater exposure to other business disciplines.

All proposed changes are outlined below.

Justification:
The changes, taken in sum, are intended to provide greater flexibility to BS in IDS students and to the IDS department.

1. Changing the Advanced Quantitative Methods requirement to IDS 371 more closely aligns the IDS degree program with the course that other CBA majors take to satisfy this requirement. This reduces a barrier for students changing into the IDS program from another CBA program.

2. The material of IDS 450 is not critical to the core study material. It will be offered as an elective. This will provide students with greater choice, and allow the department greater flexibility in creating its course schedule to reflect market demands and student interests.

3. The replacement of the computing requirement in the major with IDS406 is in view of the increasing importance of real world projects experience and project management. The computing courses can be taken as electives.

4. By not specifying a list of the courses that can be used to satisfy the major selects, courses can be added and dropped from the curriculum as the academic need dictates without having to revise the program description.

5. Increasing the number of business electives more closely matches other CBA programs and also reduces a barrier for a student changing into the IDS degree program. This change will enhance student education by allowing IDS majors to take more business courses.

Advanced Quantitative Skills:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Proposed:</th>
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<tbody>
<tr>
<td>At least 3 hours must be chosen from the following list. Finance majors must take either ECON 346 or IDS 371; IDS majors must take MATH 205; and Economics majors must take ECON 346.</td>
<td>At least 3 hours must be chosen from the following list. Finance majors must take either ECON 346 or IDS 371; IDS majors must take IDS 371; and Economics majors must take ECON 346.</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>Current:</td>
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<tr>
<td><strong>Required Courses 12 hours</strong></td>
<td><strong>Hours</strong></td>
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<tr>
<td>One of the following courses:</td>
<td>3</td>
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<tr>
<td>IDS 201—Business Computing I (3)</td>
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<td>OR</td>
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<tr>
<td>IDS 331—Business Analysis Using Spreadsheets (3)*</td>
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<td>AND</td>
<td>3</td>
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<tr>
<td>IDS 371—Business Statistics II</td>
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<td>IDS 410—Business Database Technology</td>
<td>3</td>
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<td><strong>IDS 450—Operations Management II</strong></td>
<td>3</td>
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<td><strong>One of the following computing courses: 3 hours</strong></td>
<td>3</td>
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<tr>
<td>IDS 400—Advanced Business Programming Using Visual Tools (3)*</td>
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<td>IDS 401—Object Programming Using Java (3)*</td>
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<td>IDS 420—Business Systems Simulation (3)*</td>
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<tr>
<td>CS 201—Data Structures and Discrete Mathematics I (4)</td>
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<tr>
<td><strong>Three of the following courses: 9 hours</strong></td>
<td>3</td>
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<tr>
<td>IDS 331—Business Analysis Using Spreadsheets (3)*</td>
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<tr>
<td>IDS 400—Advanced Business Programming Using Visual Tools (3)*</td>
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<tr>
<td>IDS 401—Business Object Programming Using Java (3)*</td>
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<tr>
<td>IDS 405—Business Systems Analysis and Design (3)</td>
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<td>IDS 406—Business Systems Design Project (3)</td>
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<td>IDS 412—Distributed Business Systems (3)</td>
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<td>IDS 413—Internet Technology and Management (3)</td>
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<td>IDS 420—Business Systems Simulation (3)*</td>
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<td>IDS 422—Knowledge Management Systems (3)</td>
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<td>IDS 426—Computer Performance Evaluation and Modeling (3)</td>
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<td>IDS 435—Optimization Models and Methods (3)</td>
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<td>IDS 437—Stochastic Methods (3)</td>
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<td>IDS 446—Decision Analysis (3)</td>
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<td>IDS 460—Survey Sampling: Theories and Methods (3)</td>
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<tr>
<td>IDS 470—Multivariate Analysis I (3)</td>
<td></td>
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<tr>
<td>IDS 472—Business Data Mining (3)</td>
<td></td>
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<tr>
<td>IDS 474—Quality and Productivity Improvement Using Statistical Methods (3)</td>
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<td>IDS 476—Business Forecasting Using Time Series Methods (3)</td>
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<td>IDS 478—Regression Analysis (3)</td>
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<tr>
<td><strong>Business Electives, 3 Hours</strong></td>
<td>3</td>
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<tr>
<td>Any 400-level IDS course (except IDS 495) or any non-IDS 400-level course with departmental approval</td>
<td>27</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td></td>
</tr>
<tr>
<td>a Course can be used to satisfy only one area of required or elective courses.</td>
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<tr>
<td><strong>Minority Impact Statement:</strong></td>
<td>There is no direct impact on minority students anticipated. The change will make pursuing the BS in IDS easier for all students, including minorities.</td>
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<tr>
<td><strong>Budgetary and Staff Implications:</strong></td>
<td>No budgetary implications are anticipated. The proposed change would provide the department with greater flexibility in creating course schedules and deploying faculty.</td>
</tr>
<tr>
<td><strong>Library Resource Implications:</strong></td>
<td>No implications for the library are projected.</td>
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<tr>
<td><strong>Space Implications:</strong></td>
<td>None are anticipated.</td>
</tr>
<tr>
<td><strong>Unit (e.g. department) approval date:</strong></td>
<td>Approved by the Department of Information and Decision Sciences, February 22, 2008.</td>
</tr>
<tr>
<td></td>
<td>Approved by the CBA UAPC on February 22, 2008.</td>
</tr>
<tr>
<td></td>
<td>Approved by CBA Faculty, March 7, 2008.</td>
</tr>
</tbody>
</table>
| **Contact Person:** | Jim Pierce, jspierce@uic.edu  
Sid Bhattacharyya, sidb@uic.edu |
| **Proposed Effective Date:** | Fall 2008 |

**Mathematics:**

**MATH 205 Advanced Mathematics for Business**  
5 hours. Introduction to integral calculus and its applications; probability, random variables, distributions (using calculus); linear algebra and applications; optimization. Credit is not given for MATH 205 for majors in Mathematics & Computer Science, Mathematics, and Teaching of Mathematics. **Prerequisite(s):** Grade of C or better in MATH 160; and grade of C or better in MATH 165 or grade of C or better in MATH 180. For students in the College of Business Administration; others by approval of the department.

**Information and Decision Sciences:**

**IDS 371 Business Statistics II**  
3 hours. Continuation of survey of statistical concepts and techniques for operational and managerial decisions. Use of computer software for analysis of data. **Prerequisite(s):** IDS 270 and MATH 165.

**IDS 406 Business Systems Project**  
3 hours. Project experience in a business setting. Analysis, design, development and evaluation of computer-based business information systems. Project planning, scheduling and management. Project work at an outside company or University office.
REQUEST FOR A NEW UNIT OF INSTRUCTION: Certificate

CP-08.09

BACKGROUND

1. Name of Institution: University of Illinois at Chicago
   Department and/or College Sponsor: College of Medicine
   List unit approvals with dates: College of Medicine Approval on April 16, 2008.

2. Title of Proposed Certificate: Patient Safety Organizations Campus Certificate

3. Contact Persons: Anne Gunderson
   3.1. Telephone: 312-996-9643
   3.2. E-mail: agunders@uic.edu
   3.3. Fax: 312-413-2048

4. Level of Proposed Certificate
   __ Undergraduate Certificate (1-2 years) X Post-Baccalaureate Certificate
   __ Undergraduate Certificate (2-4 years) __ Post-Master’s Certificate
   __ First Professional Certificate

5. Requested CIP Code (6-digits) __________ (to be supplied by the Office of Programs and Academic Assessment)

6. Proposed Date for Implementation: Fall 2008

7. Location Offered: On-Campus ___
   Off-Campus ___: Region Number(s)____ or Statewide___
   Online __X__

8. MISSION, OBJECTIVES AND PRIORITIES

Background
In a landmark report, To Err is Human: Building a Safer Health System, The Institute of Medicine estimated that as many as 98,000 patients die each year from preventable medical errors. The IOM made a strong call for change in the education and training of physicians and other health care professionals in order to address the problems associated with quality, access, and outcomes in the present health care system. To ensure patient safety, the next generation of health care providers must be prepared to recognize potential sources of error in practice, to acknowledge their own vulnerability to error, and to engage fully in the process of continuous quality improvement. The first step in a culture of error disclosure is to educate individuals who are integral to the health care system and the care of patients within that system. The Patient Safety Organizations Campus Certificate program, to be offered and administered by the University Of Illinois College of Medicine, is important to the health care community in its continued efforts to break the cycle of medical error and improve the safety of patients who participate in the health care system.
The British Medical Journal, The Journal of the American Medical Association, and numerous other health science journals, have published research suggesting that hospitals that adopt patient safety measures have a decreased risk of adverse events or medical error. This campus certificate is designed to assist health care providers and health system leaders in addressing problems associated with the care delivery system and planned quality improvement measures. This can then prompt improvement in those practices to reduce the potential for harm to subsequent patients. Health care professionals, both clinical and administrative, have a tremendous need to develop expertise in the fields of patient safety and organizational process improvement. These relatively new disciplines have emerged as central to the development of safe, patient focused care and requires knowledge and skills not currently included in standard health science or health organizational leadership curricula.

The College of Medicine has received approval to offer a Campus Certificate in Patient Safety, Error Science, and Full Disclosure. The Patient Safety Organizations Campus Certificate focuses on patient safety at an organizational and administration level, while the Patient Safety, Error Science and Full Disclosure Campus Certificate focuses more on methods to improve patient safety at the level of the healthcare professional.

The mission of the University of Illinois is to transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence. Two of the five strategic priorities for the University of Illinois follow:

- Develop UIC into the nation's premier urban public research university.
- Position the U of I Medical Center and health sciences colleges for the next quarter century.

UIC provides the broadest access to the highest levels of intellectual excellence. This certificate program is well aligned with three of the five mission priorities:

- 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 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.

The innovation of the Patient Safety Organizations Campus certificate program specifically supports both the overall mission of the University as well as the specific priorities for the UIC campus and University of Illinois Medical Center Chicago. A fundamental tenet of the program is that all health care professionals must work in concert toward the well being and safety of each patient. Additionally, as one of the first programs of its type, focus and delivery format, it confirms the University's and University of Illinois Medical Center Chicago's role in this new and very important field of knowledge and practice and will allow students across the world access to the patient safety educational opportunity provided by our University.
Overall educational objectives and priorities
The overall goal of the Patient Safety Organizations Campus Certificate program is to facilitate
dynamic educational opportunities in a learner-centered environment for practicing clinicians
and health care administrators who wish to develop knowledge and skills related to patient
safety, process improvement and organizational leadership in a complex health care system
delivery model.

The overall educational objectives of the certificate are as follows:
• To provide the learner with the knowledge and training needed to understand the current
health care environment and the foundations of patient safety.
• To provide the learner with the knowledge and training needed to engage in effective clinical
process improvement activities.
• To provide the student with the knowledge and training needed to critically evaluate and
translate quality evidence into practice and process improvement.
• To provide the student with the tools for designing a comprehensive patient safety
organizational leadership structure and plan.

The certificate program is designed for both clinical and non-clinical health care leaders and
administrators interested in taking health care quality and patient care services to a higher level
of excellence. This includes:
• Physicians and other health professionals with a bachelor's degree who wish to upgrade their
patient safety organization knowledge and skill;
• Private and public sector administrators responsible for risk management and process
improvement plans in their respective organizations;
• Those individuals desiring to pursue a shorter and focused course of study with an option to
apply for the full Master of Science in Patient Safety Leadership (MS PSL) degree program
at a later date, if they fulfill all the admission requirements.
• Professionals outside the United States wishing to enhance their skills in patient safety
organization leadership and improvement.

9. PROGRAM DESCRIPTION
The Patient Safety Organizations Campus Certificate fulfills an emerging need in the health science
professions. The certificate emphasizes training in the major fields of patient safety, organizational
quality improvement, collaboration, medical error, risk management and process improvement.
Given the recent patient safety requirements for hospital accreditation by national health care
organizations, and the recent “only pay for quality performance” outcome measures, the demand for
patient safety training will continue to grow for the next decade. Practitioners and non-clinician
health care leaders interested in improving the quality of patient care will have the opportunity to
obtain quality education and training from the COM through the Global Campus, increasing their
value and service in the health care community. Through online learner-directed coursework, the
Patient Safety Organizations program will help develop a new global generation of skilled health
care professionals and leaders focused on improving the safety of patient care in health care
organizations. This certificate consists of 3 courses which were created for the already approved MS
Patient Safety Leadership program and are a subset of the degreed program.
Program Admission and Academic Policies

A baccalaureate degree from an accredited university is the minimum requirement for admission to the certificate program.

1. An official copy of the baccalaureate transcript indicating the earned degree(s). International academic documents that are evaluated by a professional credential evaluation service that holds membership in the National Association of Credential Evaluation Services (NACES) are also acceptable.
2. 2.75/4.00 GPA computed on the basis of the last 60 hours or the equivalent of the baccalaureate degree. A separate grade-point average will be computed for all graduate work, and then a combined grade-point average is tabulated.
3. Applicants whose native language is not English must score 550 or higher on the Test of English as a Second Language (TOEFL). International applicants must submit TOEFL scores taken within two years prior to admission. The minimum TOEFL score accepted by the Graduate College is 550 (paper-based test) or 213 (computer-based test) or a minimum total score of 80, with subscores of Writing (21), Speaking (20), Listening (17), and Reading (19) for the new TOEFL exam.
4. Applicants are asked to provide a written personal statement of goals related to patient safety leadership including their interest in a particular area of study in this arena. Responses should be no more than 700 words in length and should include no less than three references.

Admission as a campus certificate student does not guarantee admission to the Master of Science in Patient Safety Leadership (MS PSL) program. Students may transfer all credits earned in the certificate program towards the fulfillment of the MS PSL degree requirements in the event they apply and are admitted as degree candidates. To transfer credits, the student must earn a minimum letter grade of “B” or above in each of the certificate courses. Students must attain a 3.00 grade point average (on a 4.00 point scale) to receive the certificate. In rare cases, students may complete both this certificate and the other campus certificate offered in this area, the “Patient Safety, Error Science, and Full Disclosure Campus Certificate.” In these situations, all coursework satisfactorily completed in both certificates may be transferred into the MS degree program. Students cannot transfer any coursework from another institution into the certificate.

Course listing and description

The certificate will be offered online. The curriculum of the certificate program will consist of three (3) 4-credit hour courses for a total of 12 credit hours. Each course is 8 weeks long. All three courses are new and are specifically designed and developed to significantly advance students patient safety and error science knowledge, attitudes and skills. Students will be able to begin their academic program three times a year.

PSL 401 Patient Safety and Quality Care Improvement (4 credits)
This course will introduce students to relevant theory, content, tools and methods in the field of patient safety. This course focuses on the historical concepts, demographic trends, and current issues of patient safety and quality care. Faculty will engage students through selected readings,
presentations, interactive exercises and discussions. Through this course students will begin exploring techniques for effective improvement science and define quality and select/develop meaningful metrics reflecting quality for an organization. Students will be introduced to the magnitude of the patient safety problem through facilitated discussions and demonstration of learning assignments, and begin their exploration into the patient safety and quality care arena.

**PSL 503 Economics, Policy and Environment (4 credits)**

Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues in relation to the patient safety movement. Case laws and specific pieces of health care legislation are reviewed with a focus on malpractice and claims. The principles and theories of the economics will be examined as they continue to evolve with a heightened focus on patient safety and quality outcomes. Principles, models and practical methods for the economic evaluation of health care services and the role that federal, state, and local governments play in the economics of health care is explored in-depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of health care. Global economic policy analysis will also be a focus in this course.

**PSL 504 Creating Human and System Change (4 credits)**

This course examines the concept of change and its impact on health care organizations. The students will be expected to use higher level critical thinking skills to assess current systems and create effective change strategies for the implementation of process improvements, behavior change, and facilitation of a culture of patient safety within organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored and students will be required to synthesize and use information and content from the prior 2 courses. Focus will be directed toward advancing public policy, quality improvement strategies and medical delivery models that improve the quality of health care.

**Program Administration**

The Global Campus will be responsible for identifying and recruiting qualified student prospects. Students will be guided through the application and enrollment process by trained Global Campus student advisors. Global Campus Academic Advisors will ensure students are enrolled in the appropriate course(s) and in the correct sequence. Global Campus will provide instructional and technical support to ensure that a student is adequately prepared to enroll in and complete online instruction.

Each course in the certificate program is designed and developed by a broad faculty base across multiple health science disciplines at UIC and from nationally recognized experts in the field of patient safety. This method of course development was chosen to ensure that the course content is representative of all health science disciplines and includes multiple expert perspectives on the educational experience and the required demonstrations of student learning.

The faculty course developers and subject matter experts provide real input to the structure and content of the courses. Each course is assigned one core teaching faculty member to lead the course development process and to work with a group of subject matter experts to create the course content. These faculty members will receive a no-cost license to use the web-based
materials developed for these courses in their on-campus courses, thereby adding value to the on-
campus student population.

The faculties listed below are those currently associated with the course design and development,
and they are a well-qualified and distinguished group of experts.

**COM Core Teaching Faculty**

Anne Gunderson EdDc GNP  College of Medicine  
David Mayer MD   College of Medicine  
Les Sandlow MD   College of Medicine  
Ara Tekian PhD MHPE College of Medicine  
Rachel Yudkowsky MD MHPE College of Medicine  
Alan Schwartz PhD   College of Medicine

**Subject Matter Experts**

Marcia Edison PhD    College of Medicine  
Lorens Helmchen PhD  School of Public Health  
Nikki Centomani RN   University of Illinois Medical Center  
Kelly Smith PhD      University of Illinois Medical Center  
Annette Valenta PhD  College of Applied Health Sciences  
Gwen Sherwood RN PhD University of North Carolina  
Rosemary Gibson MS   Robert Wood Johnson Foundation  
Tim McDonald MD JD   University of Illinois Medical Center  
Peter Angood MD      Joint Commission  
Mark Gelula, PhD     College of Medicine  
Helen Haskell        Patient Advocate  
Julie Johnson PhD    University of Chicago  
Bruce Lambert PhD    College of Pharmacy  
Maureen Perry RN     University of Illinois Medical Center

Additionally, in order for any faculty to teach in the certificate program, they first must complete
a self-paced online orientation to the Global Campus policies, procedures and services. This four
week, instructor led course introduces instructors to pedagogical philosophies regarding online
education and provides hands-on opportunities for instructors to orient themselves with the
Desire2Learn platform. They must be certified to teach online either through the Global Campus
certification process or they must have successfully completed an equivalent online teaching
certification program. No course faculty will be allowed to teach in the program until they have
completed the online training. Once trained, adjunct faculty will be supervised by a member of
the core faculty when teaching courses, and will be monitored for performance quality.

**Strategies to promote student learning**

Successful facilitation of student-centered learning requires well thought out, evidence based
content to be presented in a format which is appealing to a diverse group of learners motivated
by individual factors. The educational climate must support the learner in the quest toward their
ultimate goal and provide a structure that encourages perseverance through even the most
challenging barriers. A variety of teaching strategies can result in better learning, retention, and
positive application of learned information by each learner. Although online learners frequently possess risk taking characteristics, the student-directed learning process must be established on a firm foundation that the learner knows is focused on their needs and is safe ground. The certificate has been designed to promote student-centered learning through the establishment of this firm foundation.

The facilitation of critical thinking skills is being encouraged by the utilization of electronic resources and distance learning. In student-centered teaching and learning, cases are often used as tools to help students reflect on real-world problems and to foster critical thinking. Online learning may include email as a means of communication between the students and the teacher, and among themselves, online threaded discussion forums, links to Internet sites related to the course topic, and the use of custom web-pages for the course that can include static text, interactive text, images, audio, and video segments.

The certificate program is designed to facilitate a student centered learning educational environment. This includes:

1) Facilitation of student centered learning
2) Ongoing student assessment and course evaluation
3) Learners are active and participatory
4) Learning will occur through teamwork and rewards will include group efforts
5) Academic effort will be measured by how much students learn
6) Multiple faculty members will assess learner performance
7) Faculty will assist learners to formulate problems and questions and uncover effective ways to arrive at answers.

Objectives
By the completion of this certificate, students will be able to:

- Assess risk in the health care organization, determine vulnerabilities that can create medical error, and oversee quality improvement strategies to reduce the impact of unsafe patient care practices.
- Understand the principles, models and practical methods for the economic evaluation of health care services and the role that federal, state, and local governments play in the economics of health care
- Effectively create planned, positive and measurable change within the health care system at a micro and macro level.
- Apply learned knowledge and skills to effectively participate in and lead patient safety organization process and quality improvement projects.
- Understand and be able to formulate strategic plans related to the reduction and/or mitigation of medical error, the improvement of health care processes across the health care system and advocate for policy change at a national and global level.
Apply the principles of patient safety organizations, process improvement and quality outcomes to their leadership role within the local, national and international health care system.

**Assessment**

The progress towards achieving the educational objectives is assessed at a course by course level. The assessment of student learning provides a process for improving learning, instruction, and program effectiveness. It involves making expectations explicit; setting appropriate learning outcomes; systematically gathering, analyzing, and interpreting evidence to determine how well learning matches those expectations and outcomes; and using the resulting information to document, explain, and improve performance.

Multiple methods of assessments are employed in the online courses, including participation, case studies, research assignments, and group projects. Instructors evaluate students’ assignments and provide timely and constructive feedback. Assignments are designed to develop students’ critical thinking skills and to demonstrate students’ ability to apply learning to produce highly practical and tangible deliverables.

Students’ learning outcomes will be assessed initially on a course-by-course-basis when they are assigned a grade. Students enrolled in the program will have to have a grade of “C” or better in each course in order to be eligible to enroll in the next course. Any student, however, who receives a grade of “C” or below in a course will not be allowed to apply the credits for that course to the MS PSL, if they are accepted into the degree program. Course assignments will be instrumental to evaluate the understanding, analysis, synthesis, and application of principles to patient safety and error science. Active participation in the interaction sections of each course such as the discussion board, the chat room, and the virtual classroom will also be a major assessment component. Course participation in the online requirements will be measured as adequate, inadequate or outstanding.

- **Outstanding** – Student is an active on-line participant; exceeds all individual and group requirements, assignments and learning objectives; consistently adds to the educational experience of others in the course by referencing additional material or resources aligned with the learning objectives of the module; challenges current thinking by seeing things through a “different lens” while demonstrating effective leadership, communication and team-building skills.
- **Adequate** - Student is an active on-line participant; meets all individual and group requirements, assignments and learning objectives; adds to the educational experience of others in the course by referencing additional material or resources aligned with the learning objectives of the module; begins to challenge current thinking by seeing things through a “different lens” while demonstrating leadership, communication and team-building skills.
- **Inadequate** - Student is an occasional on-line participant; is inconsistent in individual and group requirements and assignments; does not demonstrate consistent evidence for the development of effective leadership, communication and team-building skills.
Duration of Program
The certificate can be completed in 24 weeks. Students must complete the certificate within 32 weeks of enrolling in the first course. If students do not complete the certificate during this time frame, they must apply for special consideration to remain enrolled in the program.

10. RESOURCES
The University of Illinois Global Campus is funding the development and operation of the certificate program as part of the overall MS PSL program. This is a full cost recovery program that is structured and priced so that all the development and operating costs will be covered by tuition revenues when enrollments reach steady-state levels in three years. Until then, the Global Campus will fund all program costs through a line of credit. The draw against the line of credit will be paid back from future tuition revenues. No state resources and no internally reallocated resources are being used to fund the certificate program. This certificate program is a subset of the MS Patient Safety Leadership program; therefore it requires minimal additional cost. The table attached to this proposal reflects the resources needed for the entire MS program and the two associated certificate programs. No separate cost for the certificate programs has been established; therefore the attached table is for reference regarding the entirety of the PSL programs.

Since the certificate will use the normal Global Campus technologies, there will not be any need for additional technical support for the students enrolled in this program. The students enrolled in the online courses of the certificate will need access to specialized library resources, comparable to those that can currently be accessed online by any UIC student. These resources have been chosen specifically for this program and will be available to every student enrolled in the Patient Safety Organizations certificate.

Global Campus advisors are available from 7:00 a.m. to 7:00 p.m. Monday through Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. Students always have the option of speaking with any advisor if their advisor is unavailable. The use of a CRM (Customer Relationship Manager) allows any advisor to assist if needed and tracks all communications. The Global Campus Office of Student Services goal is to provide exemplary student services in the quality and quantity (delivery time) of services.

The UIC Library will deliver information resources needed to support students and faculty in the certificate via the Web, unless copyright or absence of a digital copy dictate otherwise. The library has a graduate/professional or research level collection in all aspects of the health sciences currently taught or studied at UIC and in other fields relevant to patient safety (e.g., communication and economics). Because, as this proposal demonstrates, patient safety is a new specialization at UIC, the library has not collected significantly in the subject. The library’s collection in Patient Safety currently lacks online access to three relevant journals, including two from the Joint Commission:
Briefings on Patient Safety
Joint Commission Perspectives on Patient Safety
Joint Commission Journal on Quality and Patient Safety
Each of these journals currently costs approximately $1,000 per year. Also, to meet program needs, the library would need to increase its annual acquisition of books, especially to provide available online versions of relevant books. This enhancement of the collection would currently cost an estimated $1,000 per year. Details for identification of the resources necessary to meet the program requirements are being negotiated.

11. **EFFECT ON UIC UNITS**

There is no campus certificate offered in patient safety organizations at UIC at this time. The high ranking of the UI College of Medicine will allow this online certificate program to differentiate itself in the marketplace. Aside from the participation from faculty across campus in the development of the PSL courses, the program does not involve other units and is not expected to affect other existing UIC programs.

The implementation of this program is not expected to affect enrollment in other institutions of higher education within Illinois. It is anticipated the certificate will have a positive impact on health care leadership and organizational administration and will raise the bar on awareness of patient safety and process improvement. It is also anticipated that it will result in the healthcare systems ability to address the issues surrounding patient safety, adverse events, quality improvement and redesigned processes for the improvement of patient care.

12 **Delivery Mode, Quality Assessment**

All 3 courses are delivered fully online. The major delivery mode is Desire2Learn (D2L).

**Quality Assurance:**

1) The COM Core Teaching faculty of the campus certificate consists of distinguished educators with a tremendous background in patient safety education and online teaching.
2) Beyond the core faculty instructors, the College of Medicine will develop a set of criteria for instructors, interview and hire instructors, and all instructors will be responsible to the COM program director. The program director will have final determination of adjunct instructor hires.
3) The certificate course development draws from a broad faculty base across multiple health science disciplines at UIC and from nationally recognized experts in the field of patient safety. Courses will be designed by interprofessional teams of current UIC faculty within the College of Medicine, College of Nursing, College of Applied Health Sciences, School of Public Health, College of Pharmacy, and the University of Illinois at Chicago Medical Center.
4) Program evaluation will include; a) assessing student achievement as compared to the learning objectives for the program; b) examining student, graduate, and faculty satisfaction with the courses, curriculum, and teaching methods; and c) providing a system of feedback for implementing changes needed to continuously improve the program. This data will be sent to the Patient Safety Leadership Education Executive Committee (PEC) for review. The campus certificate program will be assessed using standard evaluation methodologies (The Joint Committee on Standards for Educational Evaluation. 2nd ed.).
5) The University of Illinois Global Campus, Office of Student Services will provide a single point of contact for students interested and enrolled in the certificate. From prospect to completion, a single advisor is assigned to assist the student throughout their educational career.
# TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

Patient Safety Organizations Campus Certificate Program is embedded in the MS PSL program.

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<tr>
<th></th>
<th>Current</th>
<th>Budget FY 2009</th>
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<th>Budget FY 2011</th>
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<td>Total Resource Requirements</td>
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<td>Resources Available from Federal Sources</td>
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<td>Resources Available from Other Non-State Sources</td>
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<td>Existing State Resources</td>
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<td>5</td>
<td>Resources Available through Internal Reallocation</td>
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<td>6</td>
<td>New State Resources Required</td>
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Breakdown: New State Resources Required

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<th>FTE Staff</th>
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<td>Personal Services</td>
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<td>Equipment and Instructional Needs</td>
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<td>Library</td>
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<td>10</td>
<td>Other Support Services</td>
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*Line of credit, part of Patient Safety Leadership Master degree program, available from Global Campus, until tuition revenues eventually cover all costs.