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

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

BACKGROUND

a) Name of Institution: University of Illinois at Springfield

b) Title of Proposed Program: Environmental Studies

c) Contact Person: Dr. Charles Evans

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Campus Contact Person: Stefano Longo

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d) Level of Proposed Degree

   X Baccalaureate
   __ Masters
   __ First Professional
   __ Doctorate


e) Requested CIP Code (6-digits) 03.0103 (to be assigned by the Office of Programs and Academic Assessment)

f) Proposed Date for Enrollment of First Class: Fall 2012

g) Location Offered: On-Campus X or Online ___

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1 To assist staff in specialized areas of instruction, IBHE will retain outside consultants to review all new doctoral program proposals.
1. Degree Program Title and Overview

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

**Title: Bachelor of Arts in Environmental Studies**

The Environmental Studies (ENS) Bachelor of Arts Degree program will provide an important undergraduate program in an area of study that is growing in popularity at the University of Illinois at Springfield (hereafter UIS or the University) and the nation. Currently, UIS offers graduate degrees (both Master of Arts in Environmental Studies and Master of Science in Environmental Science) and an undergraduate minor in Environmental Studies. The Bachelor of Arts degree will allow students to earn their undergraduate degree in an area of study that is increasingly at the forefront of modern social, economic, and political concerns. Environmental issues are, more than ever, requiring the attention of a variety of sectors and stakeholders. This degree will provide students with the necessary skills to engage in the many processes that are necessary to confront the challenges citizens, businesses, governments, and non-governmental organizations, among others, face in light of rapidly changing modern global environmental issues. The ENS BA will equip students with the analytical tools for understanding and engaging in concerns related to the natural and social world.

This program will offer multi-disciplinary curriculum with interdisciplinary learning goals, incorporating the natural sciences, social sciences, and the humanities, to ensure that graduates will gain a holistic understanding of complex environmental concerns and their natural, social, and ethical implications. Graduates from the ENS BA program will find career opportunities in a variety of fields. As discussed above, environmental concerns are of growing importance in both the private and public sectors. The environmental studies major will prepare graduates for advanced studies in environmental science, policy, law, management, and related fields and for careers such as environmental educators, environmental managers, environmental field or lab technician, environmental health scientists, and positions in the fields of waste management, pollution control, environmental law, and environmental administration among others.

2. Classification of Instructional Program (CIP) Code

Recommend the University’s preferred six-digit CIP code for this program.

**03.0103**

3. Enrollment and Degree Projections for the First and Fifth Years of the Program

In the Excel table below, summarize enrollment and degrees conferred projections for the program for the first and the fifth years of operation. If possible, indicate the number of full-time and part-time students to be enrolled each fall term in the notes section. If it is not possible to provide fall enrollments or fall enrollments are not applicable to this program, please indicate so and give a short explanation. The degree projections should encompass the fiscal year as reported to the IBHE.
TABLE 1

<table>
<thead>
<tr>
<th>STUDENT ENROLLMENT AND DEGREE PROJECTIONS FOR THE PROPOSED PROGRAM</th>
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<tr>
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<tr>
<td>Number of Program Majors (Fall Headcount)</td>
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<tr>
<td>Annual Full-time-Equivalent Majors (Fiscal Year)</td>
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<tr>
<td>Annual Number of Degrees Awarded</td>
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Add here any relevant notes (e.g., Students are to be enrolled in a cohort; all students will be enrolled part-time; etc.)

The projections in Table 1 are based on current numbers in the ENS programs at UIS as well as other programs in the state of Illinois. Currently, UIS has about twenty students that have declared Environmental Studies as a minor. Therefore, a conservative estimate for the first year of the program is based on a portion of those students becoming majors and a group of new students enrolling in UIS as majors in ENS.

Future projections are based on an examination of a sample of Environmental Studies BA programs around the state of Illinois. IBHE data were collected using the CIP code to determine the total institution enrollments and the numbers of students seeking degrees in Environmental Studies at colleges and universities in Illinois. Two programs were dropped from this dataset because their Bachelor’s degrees were not comparable (North Park University’s program degree programs are called Environmental Science and Northwestern University is a Bachelor of Philosophy and B.S.G.S in Environmental Studies).

The total students seeking Bachelors degrees and numbers of students enrolled in BA programs (IBHE degree level 5) in Environmental Studies at other Illinois institutions using the same CIP code (3.0103) were collected. The ratios were calculated and averaged for applicable programs. Students enrolled in BA programs in Environmental Studies averaged 2% of total students seeking Bachelors degrees at these institutions. Further, the graduate programs at UIS in ENS were examined as an indicator of the demand for environmental studies at UIS. According to UIS’s Office of Institutional Resources, over the last several years, enrollments in ENS graduate programs made up nearly 4% of total graduate enrollment. Incorporating theses data, a conservative estimate of 2% of total undergraduate enrollments was projected out five years to estimate future enrollments in a new ENS BA program.

This estimate is consistent with other programs and the history of program demand at the graduate level. The estimates begin with .5% of fall 2010 undergraduate enrollments and work up to 2% of those enrollments by year five. Note that this does not include future projected increases of UIS undergraduate enrollments. The annual number of degrees awarded was calculated projecting early enrollments over the span of five years. Please see Appendix A for an itemized table of the numbers of majors over the first five years of the proposed program along with projected revenues.

4. Background

Briefly describe the historical and institutional context of the program’s development. Include a short summary of any existing program(s) upon which this program will be built and of any existing administrative unit(s) and program(s)
that will share resources with this program. (Note: Student and occupational demand for the program is addressed in #6, below.)

UIS was founded as Sangamon State University (SSU) in 1969. In 1995, the University of Illinois acquired SSU as its third campus. UIS is a public liberal arts university and a member of the Council of Public Liberal Arts Colleges (COPLAC), the only one of its kind in the state of Illinois. That is, UIS provides the citizens of Illinois with access to the benefits of higher education in a small campus liberal arts environment, including low student to professor ratio commonly associated with private colleges, at a public university. UIS offers twenty-three bachelor's degree programs, twenty master's degree programs and one doctoral program. In addition, the University is a leader in online education, offering eight undergraduate degrees to students who have completed general education requirements and eight graduate degrees entirely online.

From the University’s inception, the Department of Environmental Studies (ENS) has provided an important part of the school’s curricula. The principal emphases in the M.S. and M.A. degrees are on professional development. The graduate degrees are designed for those who intend to enter the job market for the first time, as well as for midcareer professionals. The curriculum for the Master of Science in Environmental Sciences is designed to allow students to gain strong scientific understanding of ways to study, evaluate, and interpret environmental realities and their impacts, as well as to manage and mitigate environmental problems. The curriculum for the Master of Arts in Environmental Studies is designed to allow students to gain an understanding of ways to balance social and economic needs with environmental concerns, to learn how to use resources imaginatively for sustainable development, and to become aware of the role of values in issue formulation and policy making. Students pursuing an MA in ENS can choose a concentration in Sustainable Development and Policy, Environmental Planning and Management, or Environmental Humanities.

The Department also offers an undergraduate minor which provides an overview of social and natural sciences as they apply to understanding environmental issues. A minor in ENS is often coupled with majors such as Political Science, Criminal Justice, History, Chemistry, or Biology.

As a multi-disciplinary area of study, ENS students pursue course work outside of the department. The ENS curriculum has historically cross-listed courses with other departments such as Biology, Chemistry, History, Sociology and Anthropology, Public Health, Political Science, and Legal Studies to provide students with the opportunity to develop skills that these departments can offer. The new Bachelor of Arts degree program will continue this tradition. In the short term, there appears to be little in the way of additional resources needed to accommodate the ENS BA degree by other programs and departments.

5. Mission

Illinois Administrative Code: 1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Briefly describe how this program will support the University’s mission, focus, and/or current priorities. Demonstrate the program’s consistency with and centrality to that mission.

According to the UIS Strategic Plan (uis.edu/strategicplan/plan/sectionone/mission.html), the University of Illinois at Springfield provides an intellectually-rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.
UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. Our faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.

UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.

UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depend on a foundation of excellence in scholarship.

One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow’s leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.

UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.

The mission of the Department of Environmental Studies closely corresponds with the University’s mission. The goal of the Department of Environmental Studies is to enhance society’s ability to create an environmentally-acceptable future that maximizes both environmental sustainability and human development. The faculty originates from diverse backgrounds in the social and natural sciences and in the humanities, and is committed to developing interdisciplinary approaches to environmental problem solving. The curriculum is designed for students to gain an understanding of ways to evaluate the impact of human activities on the environment and society, to balance social and economic needs with environmental realities, to learn how to use resources imaginatively for sustained yields, and to become aware of the role of values in issue formulation and policy making.

Our curricular objectives include the ability to critically analyze environmental issues, to research environmental problems and their impacts, to evaluate human interactions with the environment, and to compare, contrast, evaluate, and implement solutions that facilitate a sustainable environment. ENS provides students with the advanced interdisciplinary training necessary for addressing environmental concerns. The engaged faculty earned terminal degrees in a number of related disciplines including geology, ecology, sociology, public planning, and law, and actively contribute scholarship to their diverse fields.

Presently, graduates of the department are prepared for many careers in the environmental field in the public and private sectors. As private and public sector jobs related to the environment are expected to experience significant growth, the proposed program will provide important skills and competencies that will serve students well in a world with quickly transforming economic and environmental circumstances. Our graduates will serve as the next generation of environmental managers, scientists, planners, educators, and entrepreneurs.

6. Need for the Program and Future Opportunities for Graduates

Illinois Administrative Code: 1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois.

Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encouraged the program’s development. (If letters of support are available, include them in the appendix as an Adobe Acrobat (pdf) document.)
Discuss projected future opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at http://lmi.ides.state.il.us/ and/or the U.S. Bureau for Labor Statistics at http://www.bls.gov/).

The growth in environmental concerns in recent times has sparked an increase in awareness of the future challenges and opportunities regarding the relationships between social well-being and environmental sustainability. As a result, there will be a growing demand for individuals trained and educated in fields related to environmental science, natural resources, and ecology such as environmental studies. Recently, Forbes magazine argued that the environmental sector would see expansion of a rate of about five percent a year saying that “The greening of industry is creating a constellation of new careers” (Forbes 2007, http://www.forbes.com/2007/07/02/environment-economy-jobs-biz_cx_bw_0703green_greenjobs.html). What is more, the Christian Science Monitor reported in 2008 that jobs in the environmental sector such as engineers, architects, project managers, and consultants, are expected to experience "explosive growth" at a rate of 1.3 million per year through 2030 (http://www.csmonitor.com/Environment/Bright-Green/2008/0729/study-green-jobs-could-spark-explosive-growth). These employment opportunities are sometimes called “green-collar jobs” and have consistently been cited as one of the areas of job growth for the future. Graduates of the ENS BA degree program will be gaining important skills that are required for entering into this workforce. In addition, public sector jobs are expected to increase as state and federal agencies experience high levels of retirements and an increasing need for those trained in environmental studies.

According to the Illinois Department of Employment Statistics (IDES) a number of fields related to the environment will see employment growth in the short and long-term projections. For example, employment for environmental scientists/specialists is expected to experience growth a rate that will exceed ten percent between 2008 and 2018. In the same period environmental science and protection technicians are expected to experience employment growth rate of thirty-two percent, and environmental engineers almost forty percent growth. Natural sciences managers and forest and conservation workers are expected to grow by five to seven percent. Teaching jobs are expected to grow around the state of Illinois at rate of sixteen percent, and it is likely that a portion of these jobs will be in the expanding area of environmental education.

The Bureau of Labor Statistics (BLS) claims that employment of environmental science and protection technicians is “expected to grow much faster than average” at a rate of almost thirty percent over the next decade and jobs in urban and regional planning, an area which will demand those with knowledge of geographic information systems (GIS), will also grow at a faster than average rate. In addition, there is expected to be growth in the area of environmental law. While advanced degrees may be required for some of these positions, earning a Bachelor of Arts degree in Environmental Studies at UIS will provide the critical foundation for achieving the credentials to fill these and other positions. Our BA degree will provide opportunity to earn the qualification for entry-level jobs or the foundation for graduate work for higher-level positions.

There are a number of state agencies that require the skills that will be developed by ENS majors. The needs of Illinois state agencies, such as the Illinois Department of Natural Resources, Illinois Environmental Protection Agency, Department of Agriculture, Pollution Control Board, and the Department of Education will be met by ENS graduates that have strong knowledge bases in the environmental natural and social sciences, as well as the humanities. In fact, many graduates from ENS graduate programs have found positions at these agencies. State agencies working with the public will require employees trained with the skills and competencies developed in the ENS BA
program for undertaking their mission to meet the public needs and address environmental concerns. Attached please find a letter of support from the Director of the Illinois Department of Natural Resources (Appendix B).

7. Comparable Programs in Illinois
Illinois Administrative Code: 1050.30(a)(6): B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them.

For additional information about similar programs, check the Degree Program Inventory on the IBHE website (http://www.ibhe.org/BHEProgramInventory/default.htm) and review the Notice of Intent website for programs being planned (http://www.ibhe.state.il.us/ODA/tracking/NOI/NOISearch.asp).

There are a number of colleges and universities in the state of Illinois that offer a Bachelor of Arts degree program in Environmental Studies. However, presently all but one of these degree programs are offered at private institutions (Appendix C). Northeastern Illinois University is the only public university that is currently offering a BA degree program in Environmental Studies. Northeastern Illinois University is in the Chicago area, over 200 miles from UIS. Thus, the principle service that is not currently met by existing institutions is that UIS will offer a BA in ENS, a growing area of study and interest among students, at a public university in central Illinois. The introduction of the ENS BA degree program to UIS will provide citizens of central and southern Illinois with the opportunity to pursue Environmental Studies at a closer public university.

An important benefit to the citizens of Illinois is that UIS provides high quality education at a cost that is significantly lower than private colleges and universities. Tuition and fees at the private universities surveyed that offer an Environmental Studies degree range from at least $30,000 to over $40,000 per year. An ENS major at UIS could earn their degree at cost savings of over fifty-percent compared to a private college or university.

The UIS Environmental Studies BA degree will offer diverse and well-developed course offerings that, in most cases, surpass the other offerings around the state of Illinois, public or private. Further, located in the capital city of Springfield, UIS has developed strong ties to state government and agencies. This history has resulted in many offerings at UIS in the areas of public policy and law, and a large portion of the faculty and staff with expertise in this area. Indeed, the Department of Environmental Studies at UIS has historically offered Master’s concentrations in environmental planning and public policy. This is an area of study that is lacking at most other program offerings around the state. The focus on public policy and law is better developed at UIS than at most other institutions in the state.

A new BA degree program in Environmental Studies at UIS is expected to have little negative impact on the other colleges and universities offering the degree. Primarily, most of the degree programs are located in different geographic regions of the state, with most in the northern part of the state in the Chicago area. Further, while there are more than ten programs offering a BA degree in environmental studies, this is a relatively underdeveloped offering considering the number of colleges and universities around the state. There is significant room for growth and advancement of this area of study. The Wall Street Journal lists Environmental Studies as one of the top five majors in the country experiencing rapid growth. In addition, the U.S. Department of Labor forecasts job growth through 2014 for environmental professionals as high as 27% for some sectors, primarily those in private sector consulting firms. Thus, at the present time, this is an area that requires more attention
by Illinois colleges and universities. Developing a BA program in Environmental Studies at UIS will provide a needed resource for state citizens seeking an education in a growing area.

At UIS, we anticipate that the program will entice new students to the University. While the inclusion of a new program option at UIS will inevitably impact other programs, this would not likely occur on a significant level. This degree option is not designed to lure students away from already existing degrees, but expand the offerings and capacity at UIS. That is to say, it is intended to provide an avenue for growth and a net overall gain for UIS.

8. **The Illinois Public Agenda for College and Career Success**

Illinois Administrative Code: 1050.30(a)(6): A) *The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Demonstrate how the proposed program will support one or more goals of *The Illinois Public Agenda*, the Illinois Board of Higher Education’s Strategic Initiative. Each program does not have to contribute to every goal, but it must contribute to at least one.

(For more information about each of the four goals of *The Illinois Public Agenda*, go to the IBHE: [http://www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf](http://www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf))

- **Goal 1. EDUCATIONAL ATTAINMENT.** – Increase educational attainment to match the best-performing states.
- **Goal 2. COLLEGE AFFORDABILITY.** – Ensure college affordability for students, families, and taxpayers.
- **Goal 3. HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND.** - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.
- **Goal 4. INTEGRATION OF EDUCATIONAL, RESEARCH, & INNOVATION ASSETS.** – Better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions.

- **Goal 1. EDUCATIONAL ATTAINMENT** – Environmental Studies is a relatively new area of study. With the growth of environmental concerns that developed in the 1960s from scholars such as Rachel Carson and others, environmental issues became high profile concerns for the nation. Universities and colleges around the country began to develop their curricula in environmental studies, but this is still a relatively new discipline and therefore underrepresented. As a result, many colleges and universities are working to increase offerings related to environmental issues and develop programs in environmental studies and sciences. In order for Illinois to stay on par with this important trend, it should develop more programs in environmental studies and sciences. The BA program in ENS will allow UIS and Illinois to remain a national leader in environmental studies.

- **Goal 2. COLLEGE AFFORDABILITY** – Because UIS is a public liberal arts university, it provides affordable education to the citizens of Illinois. Presently, only one public institution in the state offers a BA in environmental studies, Northeastern Illinois University, in the Chicago area. The ENS BA at UIS will be the only Bachelor of Arts program at a public university in central Illinois, thus serving a large segment of the Illinois population. Further, as a COPLAC institution, UIS provides many services of a small liberal arts college for a fraction of the cost of private institutions.

- **Goal 3. HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND.** – Graduates of the ENS BA degree program will be gaining important skills that are required for entering into the workforce. The interdisciplinary nature of the field will provide students with the analytical thinking skills and
creative abilities required in today’s workforce. Students earning a BA in ENS from UIS will have training in the environmental natural and social sciences as well as the humanities. This broad training in environmental studies will be crucial in a world of increasing environmental challenges along with economic and cultural interconnections. As discussed above, healthy job growth in the environmental sector is expected, as it clear that the well-being of the state’s citizenry is closely associated to environmental issues such as natural resource management, pollution, and energy. To be sure, job growth in this area is expected by most state agencies including IDES and BLS. In addition, currently, UIS has the largest Environmental Studies program in the state, even without a bachelor’s program. Also, UIS has the resources afforded by our presence in the state capital. With a long tradition in this area of study, UIS has the academic expertise to support a new BA program.

9. Program Description and Requirements

Illinois Administrative Code: 1050.30(b)(1)  [applicable only to new units of instruction]:  A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

a. Admission Requirements

Provide a brief narrative description of the minimum admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The admission requirements will follow UIS admission guidelines. According to UIS Admissions (uis.edu/admissions/) student applications are evaluated based on the following criteria:

- College preparatory curricula and academic coursework.
- Grade trends and the rigor of courses completed throughout high school will be considered.

Minimum academic coursework requirements:
- Four years of academic English with emphasis on written and oral communication and literature.
- Three years of social studies with emphasis on history and government (additional acceptable courses include anthropology, economics, geography, philosophy, political science, psychology, and sociology).
- Three years of college preparatory mathematics, selected from algebra, geometry, advanced algebra, pre-calculus, trigonometry, and calculus.
- Three years of laboratory science, selected from biology, chemistry, geology, physical science, astronomy, and physics.
- Two years of one foreign language, or two years of fine arts, selected from art, music, dance, and theater.
Standardized test scores, grade point average, and class rank.

The following credentials are considered:

- Class rank
- Grade point average
- ACT or SAT scores.

Applicants must provide written evidence of their ability to perform at a high academic level by submitting a personal and academic statement.

b. Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program. (The learning objectives on which the curriculum is based are discussed in Section 10.)

This section also should discuss:

1) The unique qualities of this program
2) Its delivery method (face-to-face, online, hybrid, etc.)
3) Its curriculum’s alignment with national standards (if applicable)

To earn a Bachelor of Arts in Environmental Studies, students must complete a minimum of 34 credit hours, which includes three core courses and eight elective courses with a minimum of two courses from each focus area. Of the elective courses, a minimum of four must be at the 400 level; two of the remaining electives must be either 300 or 400 level. Students are expected to meet with an ENS advisor before beginning the major.

**Required core courses**

- ENS 251 Introduction to Environmental Sciences 3 Hrs.
- ENS 271 Introduction to Sustainability 3 Hrs. (newly developed for the program)
- ENS 451 Undergraduate Capstone 3 Hrs. (newly developed for the program)

**List of focus areas and appropriate electives:**

**Environmental Policy/Law/Planning**

- ENS 301 Environmental Justice in America 3 Hrs.
- ENS 403 Transportation: Problems and Planning Procedures 3 or 4 Hrs.
- ENS 404 Fundamentals of Geographic Information Systems 4 Hrs.
- ENS 419 Environmental Law 4 Hrs.
- ENS 461 ECCE: Geopolitics: Geographic Aspects of International Affairs 3 or 4 Hrs.
- ENS 485 Environmental Policies: Water Quality 4 Hrs.
- MPH 486 Solid and Hazardous Waste Policy 4 Hrs.

**Environmental Social Sciences/Humanities**

- ENS 101 Women and the Environment 3 Hrs.
- ENS 201 Literature and the Environment 3 Hrs.
- SOA 304 Human Evolution: Biological and Cultural 4 Hrs.
- ENS 311 ECCE: Global Change in Local Places 3 Hrs.
- ENS 331 ECCE: Evolution and Creationism 3 Hrs.
- ENS 412/HIS 459 World Environmental Thought 4 Hrs.
ENS 418/HIS 438 American Environmental History 4 Hrs.
ENS 446 ECCE: Population and Public Policy 4 Hrs.
ENS 476 ECCE: Environmental Ethics 3 or 4 Hrs.
ENS 421 Environmental Economics 4 Hrs.
ENS 422/SOA 422 Environmental Sociology 4 Hrs.
HIS 439 American Agricultural History 4 Hrs.
HIS 442 American Urban History 4 Hrs.

Environmental Sciences
ENS 151 Earth Science 3 Hrs.
ENS 262 Environmental Physical Geography 3 Hrs.
CHE 261 ECCE: Global Greening for a Sustainable Future 4 Hrs.
CHE 263 ECCE: Energy and the Environment 3 Hrs.
BIO 371 Principles of Ecology 4 Hrs.
ENS 405 Fundamentals in Remote Sensing 4 Hrs.
ENS 444/BIO 444 Aquatic Ecology 4 Hrs.
ENS 445/BIO 445 Biology of Water Pollution 4 Hrs.
ENS 447/CHE 431 Environmental Chemistry 4 Hrs.
ENS 463 Our Changing Climate 3 or 4 Hrs.
ENS 468 Environmental Geology 4 Hrs.
MPH 449 Environmental Toxicology 4 Hrs.

Core Courses and Descriptions

ENS 251 - Introduction to Environmental Sciences: Basic processes and dynamics of ecosystems and development of societal values pertinent to earth resources. Major environmental questions examined, along with options and implications involved in resolution. Course Information: This course fulfills a general education requirement at UIS in the area of Life Science without a Lab (IAI Code: L1 905).
3.000 Credit hours

ENS 271 - Introduction to Sustainability: The course will introduce students to the concept of sustainability and examine the ways in which human systems and human agency can impact environmental conditions. We will analyze this concept and consider a number of different definitions, applications and critiques. Students will develop knowledge of sustainability from several viewpoints within the social and natural sciences. The course will also demonstrate how humans can take actions to reverse environmental harm and improve sustainability.
3.000 Credit hours

ENS 451 – Undergraduate Capstone: This is the culminating course in the environmental studies BA degree. The course will integrate knowledge from the diverse areas of environmental thought. It will bring together important program themes and apply knowledge, competencies and skills acquired throughout the program. The central project for the course is an independent research paper or other approved product that will document the student’s ability to incorporate the knowledge from the program and apply it to an original project.
3.000 Credit hours

The proposed BA in Environmental Studies at UIS will be an on-campus degree program. Nevertheless, the ENS BA program will offer classes in both traditional face-to-face (on-ground) and
online formats. As a national leader in online education, UIS and the Department of Environmental Studies offer a number of courses online that complement the traditional classroom format. In addition, ENS already offers an online MA degree, demonstrating the department’s experience in online teaching.

The new ENS degree program will be unique in many ways. Environmental studies allow students to develop a holistic understanding of the human relations to natural systems. In doing so, this area of study draws on multiple disciplines in the natural sciences, social sciences and the humanities including ecology, geology, climate science, sociology, history, political science, law, philosophy and urban planning among others.

However, this is more than a multi-disciplinary program that informs students of the knowledge developed in each independent area of study. The program seeks to implement interdisciplinary learning using an approach in which it provides synthesis and interaction between the different areas of study to develop a level of comprehension and skill that transcends and transforms disciplinary boundaries and integrates knowledge. For example, courses like the core course ENS 271 Introduction to Sustainability will explore multiple approaches and integrate them so as to provide broader knowledge and skills. The famous ecologist Barry Commoner once said, “everything is connected to everything else.” The ENS BA program will provide students with the skills and competencies necessary to engage in the kind of thinking espoused by Commoner and other great environmental thinkers.

c. Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

To earn a Bachelor of Arts in Environmental Studies, students must complete a minimum of 34 credit hours, which includes three core courses and eight elective courses with a minimum of two courses from each focus area. The focus areas are Environmental Policy/Law/Planning, Environmental Social Sciences/Humanities, and Environmental Sciences. In addition, students must complete all general education requirements in the UIS undergraduate curriculum.

The BA program will be distinct from our Master’s programs. The BA program will include a different set of core courses and the majority of the courses offered in the BA program are specific to its curriculum. That is, the structures of the programs are different. Finally, many of the undergraduate options are offered at a lower credit hour requirement, which allows for undergraduates to take courses that are less intensive than the graduate level with appropriate expectations.

d. Specialized Program Accreditation

Describe the institution’s plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

Not Applicable

e. Licensure or Certification for Graduates of the Program
If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Not Applicable

10. Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

a. List the program’s student learning objectives. Each objective should identify what students are expected to know and/or be able to do upon completing this program.
b. Describe how, when, and where these learning objectives will be assessed. Your description should demonstrate that the assessment will:
   • be systematic (that is, occur at different points throughout the program, including course-by-course and end-of-program);
   • include multiple, discipline-appropriate measures of student learning;
   • emphasize direct measures (e.g., assessments of learning via capstone courses, internships, portfolios, recitals, exhibits, theses, dissertations; standardized, locally-developed, comprehensive, or professional licensure and certification exams; and so on); and
   • include indirect assessments from key stakeholders such as current students, alumni, employers, graduate schools, etc. These may include job placement/career advancement/graduate school acceptance rates of graduates, graduate/employer satisfaction survey results etc.
c. Identify faculty expectations for students’ achievement of each of the stated student learning objectives. What score, rating, or level of expertise will signify that students have met each objective? Provide rating rubrics as necessary.
d. Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

a. The student will acquire knowledge and skills based on the following learning outcomes:

   • Competency in scientific concepts when studying the environment.
     o Identify the link between healthy ecosystems (air, water, and land) and healthy human populations.
     o Recognize the major components of the Earth's systems and explain how they function.
     o Demonstrate literacy in and apply the scientific method.
   • Capacity to critically examine environmental issues and apply contributions from the natural sciences, social sciences and the humanities for understanding and resolution of environmental issues and concerns.
     o Recognize the interrelationships between human systems and natural systems.
     o Demonstrate holistic analysis of the social and natural world.
     o Acquire a measure of logical skill in working through ethical and moral challenges dealing with environmental issues.
     o Assess the modern challenges related to sustainability.
   • Ability to demonstrate and integrate understanding of natural resource policy, regulations, and the current issues in natural resource management.
     o Evaluate the complex processes driving anthropogenic impacts on the environment.
b. A primary method of assessing learning objectives and outcomes will be accomplished by implementing value-added assessment methods. As opposed to norm-referenced or criterion-referenced methods, which measure student accomplishment based either on the student population or specific criteria or benchmark of achievement, value-added assessment focuses on student growth by assessing his/her achievement based on past performance. By assessing student learning during a required core courses, ENS 271 Introduction to Sustainability, early in the program and again at the end of the program in ENS 451 Undergraduate Capstone, the department will evaluate, measure, and record student growth and achievement of learning outcomes. This assessment model will utilize a rubric that is based on the ENS learning objectives listed above.

This model is well suited for the program design, as students have the opportunity to choose from a variety of electives when creating their degree program. As discussed, the interdisciplinary nature of the program draws on other department offerings to allow students to expand their skills and competencies. As a result, it would be impractical to implement an assessment approach that is based on ongoing assessment points throughout the program. One of the strengths of the program is the multi-disciplinary approach and interdisciplinary objectives of the curriculum. As a result, student curriculum choices will vary and many students will choose courses outside of the ENS department to fulfill elective requirements. Thus, it is most practical and appropriate to assess student achievement and development of learning outcomes in courses that all ENS BA students will be required to complete as an introductory course and a closure course. This will allow the program the ability to determine instructional results in a systematic fashion. Further, in the interest of developing a systematic approach toward assessment, each year the ENS department will create an Environmental Studies Assessment Committee for each course (ENS 271 and ENS 451), which will consist of the instructor of each core course plus two rotating faculty. This committee will be charged with evaluating the culminating assignments for each class.

c. Early student assessment will take place in ENS 271. In this course all students will be required to complete a culminating research assignment that will include a written submission and an oral presentation. Rubrics will be used to measure student skills and competencies (see Appendix D). At the close of the semester, the ENS 271 Assessment Committee will evaluate the paper submissions and oral presentations using the supplied rubric. Data will be collected for each student and compiled into a document at the end of each semester by the instructor.

Students must complete the closure course, ENS 451 Undergraduate Capstone, in their final semester after they have completed the common core courses and the majority of the electives of their choosing as described above. It is important to note that ENS 271 will be a prerequisite to ENS 451. The capstone course is designed to be an integrative course in which students will demonstrate their knowledge of the programs materials and learning outcomes. Each of the students will be required to produce a senior project or extended research paper. It is important to note that the same rubric will be used for evaluation in ENS 451. This approach will allow for consistency and longitudinal analysis for comparing results.

At the conclusion of ENS 451, the ENS 451 Assessment Committee will evaluate the culminating products including senior projects or research papers. The broad criteria will be based in the quality, originality, interdisciplinary nature of the work, writing, research, and its conclusions. That is, students will be expected to display cognitive abilities in the areas of environmental knowledge, application, analysis, synthesis, and evaluation as described in the learning outcomes. As stated, to
maintain consistency, the same rubric and the same standards will be employed that incorporate ENS learning outcomes used to evaluate the culminating project in ENS 271. The students will also present their work to the class during formal presentations, which will include the ENS 451 Assessment Committee, making use of the established rubric in evaluating the presentations. As in the previous course, the instructor will compile student data each year and supply it to the department.

d. As chairs of their respective assessment committees, instructors from both ENS 271 and ENS 451 will turn over collected data to the department chair. At the conclusion of the academic year, evaluations of the assignments from the closure course will be compared to student evaluations from ENS 271. The department, led by the department chair, will collate data and create an Annual Student Assessment Report, which will include data on student performance on each of the learning outcomes, and will compare longitudinal data from ENS 271 and ENS 451, and recommend any actions for improvements. Data gathered will be used to guide future content and curricular changes. In addition to the feedback mechanisms provided by the assessment practices in core courses, faculty will monitor the progress of majors during the program through advising and dedicate time each semester during at least one department meeting to discuss any concerns. Also, it is likely that many ENS majors will pursue further education. Therefore, an evaluation of their acceptance into graduate programs will be a further indicator of program performance. The combined data will be compiled by the department chair and reviewed by the entire faculty. Potential changes to the curriculum in order to improve the assessment process and/or student performance can be proposed and agreed upon by a faculty vote.

11. Plan to Evaluate and Improve the Program

Illinois Administrative Code: 1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution’s established processes for academic planning and quality maintenance.

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

Describe the program’s evaluation plan.*

This plan should identify the methods of program evaluation (e.g., faculty self study, curriculum committee review, external review, feedback from key stakeholders such as current students, alumni, employers, and/or staff at residency/internship/practicum sites) as well as its key elements (e.g., curriculum, teaching, research, public services, diversity, quality, cost effectiveness, employer demand, etc., as is relevant to the program), and the goals that will be set for each one. It also should illustrate the existence of regular review and feedback processes to ensure that results of the evaluation will be used to improve the curriculum, instruction, and the overall quality of the program.

Your discussion may include (but is not limited to) the following items:

- Faculty/student collaboration in research, community service, or other projects
- Faculty productivity (in research, scholarship, creative activities, instruction, and public service)
- Student engagement in integrative learning activities (internships, practica, service learning, study abroad, etc.)
- External funding such as research grants and contracts
- Support of one or more of the Goals of The Illinois Public Agenda.
- Results of student learning assessment
• Employer, alumni, and other satisfaction survey results
• Percent of students involved in faculty research or other faculty led projects
• Percent of graduate students in the program presenting or publishing papers
• Percent of graduates on the end-of-program, comprehensive, standardized, and/or certification/licensure examinations
• Retention, graduation, and time-to-degree completion rates, and
• Job placement, career advancement, and/or graduate school acceptance rates.

*This plan may be based on the institution’s process for the submission of a progress report to the IBHE at the end of the 3rd year of operation and the program’s participation in the IBHE’s 8-year program review process or the program’s specialized accreditation review process.

The ENS BA program will be evaluated using the existing program review process at UIS. Currently, that process requires that programs are reviewed every eight years, but in this case the first review will occur at the end of the third year, as designated by IBHE for new programs or units. The current UIS program review process involves a one-year self-study that takes place in the seventh year, as well as a mid-cycle Assessment Progress Report in the third year of regular review cycles.

According the program review guidelines:

“Public service and research units reviews is to provide the campus and the governing boards an opportunity to review the economic and educational soundness of each unit, to provide the campus an opportunity to assess progress toward the unit’s accomplishment of goals and objectives, to mark achievement of the unit’s faculty and staff, an to review the feasibility of continuing to offer the unit’s services in light of existing and projected student demand and continuing social and institutional need. These reviews take place on an eight-year schedule.”

Units under review are responsible for gathering the following required information and materials:

• information and analyses gathered through user surveys;
• current information on the credentials and primary areas of expertise of each unit faculty/staff member as well as a summary of his or her accomplishments and work during the review period;
• information on the operation of similar units in other institutions; and
• information on generally accepted measures or standards on which the quality of the unit are judged.

An outline of the review process is as follows:

ENS will complete a self-study and draft the program review in accordance with the UIS Academic Planning guidelines (uis.edu/academicplanning/review). Following department acceptance of the report, copies of it will be submitted to the College of Public Affairs and Administration Curriculum Committee and the College Dean. At this point ENS may be requested to complete revisions or add clarifications. Both the College Curriculum Committee and Dean will prepare summative and formative memos which, together with the final report from ENS, are forwarded to the Provost. The Provost’s office will make all of these materials available to the Undergraduate Education Council. This council may also solicit clarifications from ENS, and will prepare a memo of recommendations that will be forwarded to the Campus Senate and Provost. After discussion at a meeting of the Campus Senate, the Provost will make her/his recommendations to ENS and the Dean, as well as make a report to the IBHE as part of the Resource Allocation and Management Program submission.
The first iteration of this review process will be at the end of the program’s third year. The next evaluation, the mid-cycle Assessment Progress Report, will be in year three of the second review cycle (which would be the first regular eight-year review cycle).

12. Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university’s capacity to implement and sustain the proposed program and describe the program’s sources of funding.

a. Is the unit’s (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

Currently the budget is not adequate to support the proposed program in that the Environmental Studies Department will be requesting a new salary line for a tenure-track position from the Provost. If approved by the Provost, funds will be reallocated internally. The Department will not request new funds from IBHE.

b. Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

As discussed above, the introduction of the BA program in ENS will require the resources associated with a new faculty member. In order to adequately deliver the major, the department wishes to offer a minimum of six courses on an annual basis that have not been offered on regularly in the recent past. Two of these courses will be newly developed for the major (ENS 271 Introduction to Sustainability and ENS 451 Undergraduate Capstone). However, four of the courses are presently in the UIS catalog and part of the ENS curriculum. These courses include ENS 476 Environmental Ethics, ENS 311 Global Change in Local Places, ENS 301 Environmental Justice, and ENS 201 Literature and the Environment. Due to faculty resources shortages, these courses have not been offered on a regular basis in the recent past. Therefore, in order to deliver this new major, one additional faculty line will be needed.

Therefore, the new faculty member’s annual teaching load will include:

Fall Semester: ENS 271 Introduction to Sustainability; ENS 476 Environmental Ethics, ENS 311 Global Change in Local Places.

Spring Semester: ENS 451 Undergraduate Capstone; ENS 301 Environmental Justice, and ENS 201 Literature and the Environment
It is important to note that the faculty member’s course load may vary from the above only in that other faculty may teach any number of the above courses, and by doing so, will produce a vacancy in another course offering that could be filled by the new faculty member. That is to say, while the above annual course load may be spread among multiple faculty members, the addition of a new faculty member will make it possible to include all of the courses within the annual ENS rotation. Further, if enrollment numbers reach projections by year five of the program, the department will be required to teach two sections of the core courses (ENS 251, ENS 271, ENS 451) each year. In this case, the department resources would likely need to be expanded by the use of an instructor or adjunct faculty members.

c. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Currently the department uses the support of one half time clerical staff as an Office Manager. A first year estimated enrollment of 16 students would not have a substantial effect on clerical staffing. In addition, no new advising staff will be required. The college recently hired an undergraduate general education advisor whose services will substantially reduce the advising burden on current and future faculty. Also, the addition of a faculty member will help. If the program grows as projected to over ninety students in five years, additional staffing may be required. At that time, the present half time office manager position will need to be developed into full time position.

d. Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program? (Refer to Section #13.1).

Generally, the facilities at UIS will be adequate to support the program. Minor renovations may be necessary to existing space in the Public Affairs Center to increase office space.

e. Are library resources adequate to support the program when fully implemented? (Refer to Section #13.2).

The library resources are adequate to support the program when fully implemented. As ENS has been an established department on this campus for many decades, most recently with graduate programs and an undergraduate minor, Brookens Library at UIS has a well established collection of resources for the program. This is discussed in more detail below.

f. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

Not applicable.

g. If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?
Not applicable.

Complete the budget Table 2 below.

**TABLE 2 - PROGRAM COSTS (New or growth only; any infusion of resources not currently available should be included below.)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit of Measurement</th>
<th>Year One</th>
<th>5th Year (or when fully implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Faculty</td>
<td>FTE</td>
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<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>$</td>
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<td>$57,400†</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td>$</td>
<td>$0</td>
<td>$20,000†</td>
</tr>
<tr>
<td>Supplies, Services, Equipment</td>
<td>$</td>
<td>$2,000</td>
<td>$1,000**</td>
</tr>
<tr>
<td>Facility Costs (e.g., rental, maintenance)</td>
<td>$</td>
<td>$2,000††</td>
<td>$0</td>
</tr>
<tr>
<td>Other Costs (itemized)</td>
<td>Faculty Development</td>
<td>$1,700</td>
<td>$700</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td><strong>$56,700</strong></td>
<td><strong>$79,100</strong></td>
</tr>
</tbody>
</table>

**Notes:**
* This estimate is based on the salary of the most recent faculty hire in ENS. Salary increase between years one and five assumes a 3% salary program per year.
† Additional half clerical position and adjunct faculty.
** Costs associated with initial technology supplies including computer and peripherals, Year five costs are estimated for replacement/upkeep.
†† Estimated one-time office renovations.

Appendix A includes detailed information on projected enrollments and estimated revenues.

13. Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

a. Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.
UIS has the classroom capacity to accommodate the increased offerings and enrollment projected by the ENS BA program. University Hall, built in 2004, greatly expanded the classroom capacity for UIS and is equipped with state of the art teaching tools including smart classrooms. Therefore, currently there is no foreseeable need for increases in classroom facilities in order to implement the program. With the addition of a new faculty member, office space will be required. This may require some minor renovations to existing space or that the office space will be created in a different location from the rest of ENS faculty and staff.

No additional lab space or instructional technologies are predicted. However, students in the ENS BA program will be enrolling in electives in other departments in addition to ENS courses. It is estimated that there will be minimal impact on other department resources, particularly in the short term. The number of students enrolling in electives offered by other departments will constitute a small fraction of the total of the program’s majors.

b. Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program’s faculty, students, and staff.

Norris L. Brookens Library supports the University of Illinois at Springfield with a collection of more than 500,000 total volumes, over 200,000 government documents, over 30,000 e-books and a vast collection of films, DVDs, video tapes, and microforms. The library also has access to over 125 databases containing journal articles and other research materials. In addition to these collections there are computer software, maps, audio records, and music compact discs in the library (Brookens Library 2010: library.uis.edu/).

Because ENS is an established department at UIS, there are a number of resources available at the library to support students and faculty working in environmental studies. The research databases and full-text online repositories available through Brookens Library include a number of well-established resources relevant to the field such as Science Direct, Wiley Online Library, EBSCOHost, GEOBASE, GeoRef, Ecological Society of America Journals, Academic Search Complete, GreenFILE, ISI Web of Knowledge, Westlaw’s Campus Research, and SpringerLink. Further, the library holds subscriptions to important journals to the field such as Nature, Sustainable Development, Environmental Law, Environmental Science & Policy, Environmental Politics, Environmental Justice, Environmental Ethics, Organization and Environment, and many others. Recently, Brookens Library purchased a series of e-books from Springer that included a large number of titles in the field of environmental studies, which are available to UIS students and faculty. Students and faculty also have access to I-share, a consortium of seventy-six libraries throughout the state of Illinois, to access titles that are housed throughout the state. I-Share effectively expands access to the textbook and journal resources available. Currently, Brookens Library’s webpage contains a subject guide for environmental studies which acts as a guide to the resources available at UIS for those researching environmental science, sustainability, and related issues.

14. Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators,
clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

a. Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also, include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The Department of Environmental Studies currently consists of four full-time faculty members (with a fifth joining the department in the fall of 2011), approximately twenty associated and adjunct faculty members (who typically teach ENS courses on an irregular basis), a half-time administrative assistant, a half-time online program coordinator, and a graduate assistant. The administrative structure of the program consists of a department chair, who is chair of the Environmental Studies Executive Committee. The executive committee includes all tenured and tenure-track department faculty members, and a graduate student representative. The Executive Committee’s administrative responsibilities include addressing ongoing operations of the department including curriculum decisions, course rotations, resource allocations, assessment of student needs, and other administrative and educational duties.

The faculty in ENS has expertise in a number of academic disciplines including geology, ecology, sociology, environmental planning, and law and actively contributes scholarship to their diverse fields. All of the full-time faculty members have earned Ph.D. degrees in their fields, have published scholarly research in peer-reviewed publications, and actively contribute to the University and the community. The department has also drawn on the Springfield community and beyond for adjunct faculty, with current online adjuncts living as far away as Ohio, Colorado, and Canada. As the state capital, many state agencies and officials reside in Springfield, and we are fortunate to have them nearby. However, the online format of some of our courses means that we are not limited geographically in our search for excellent adjunct instructors. Many adjunct faculty members have diverse experiences with state government agencies and the private sector, and provide expertise in areas such environmental policy, planning, and environmental law.

A merit system in each UIS college rewards faculty with increased compensation, with some faculty members selected for extra merit (subject to availability of funds). In addition, favorable evaluations during tenure reviews and promotion mean retention and then promotion with a salary increase. In an annual performance review process, colleagues evaluate ENS faculty every year. According to the UIS personnel policy, tenure-track faculty also undergo second and fourth year reviews before being evaluated for tenure, during what is usually the sixth year. At UIS, special emphasis is placed on excellence in teaching, with the judgment based on student evaluation, course syllabi, the professor’s own self-evaluation, as well as evidence, such as official letters, placed in the candidate’s personnel file.

In order to earn tenure, the faculty member must demonstrate “high quality” in the combined categories of scholarship and service, with scholarship broadly defined by the Boyer categories of discovery, integration, application, and teaching. Service may include service to the campus or University, service to the community, or service to the discipline or profession. Following a positive tenure decision, faculty members are reviewed every seven years in a post-tenure review process. Faculty who choose to seek promotion to full professor are evaluated at the program, college, and University levels.

The college and the ENS Department’s faculty and staff will support students in a variety of ways. The College of Public Affairs and Administration currently provides a college-wide undergraduate advisor to assist students with meeting the University’s undergraduate general education requirements. In addition, faculty members will be assigned student advisees for whom they will provide guidance.
through the BA program. Finally, the ENS staff is available to help students generally with questions and concerns about the program or to direct them to the appropriate sources.

b. Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

See Appendix E

15. Program Information

This information will be provided by IBHE staff.

16. Staff Conclusion

This information will be provided by IBHE staff.

17. Resolution

This information will be provided by IBHE staff.
Appendix A: Projected Student Increases and Estimated Tuition and Fee Revenue*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
<th></th>
<th>Year 3</th>
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<td></td>
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<td>Fees</td>
<td>Students</td>
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<td>Fees</td>
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<tr>
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Tuition  270.25 credit hour
Fees     904.5 year
          15.25 credit hour

*Does not include anticipated tuition increases or on-line fees
Revenues assume students will enroll in 16 credit hours per semester
Estimates do not include transfer students
Estimates based on 0% attrition
Estimates based on fall 2010 undergraduate enrollments
Appendix A: Projected Student Increases and Estimated Tuition and Fee Revenue

<table>
<thead>
<tr>
<th>Year 4 Students</th>
<th>Year 5 Students</th>
<th>Tuition</th>
<th>Fees</th>
<th>Tuition</th>
<th>Fees</th>
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<tr>
<td>Senior</td>
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<td>11,140</td>
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<tr>
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<td></td>
<td>46</td>
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</table>

Tuition 270.25 credit hour  
Fees 904.5 year  
15.25 credit hour
November 23, 2010

Stefano B. Longo  
Department of Environmental Studies  
University of Illinois, Springfield  
One University Plaza, MS PAC 308  
Springfield, IL 62703

Dear Mr. Longo:

I am writing to affirm my support for a Bachelor of Arts Environmental Studies program. As a former student of environmental studies at University of Illinois – Springfield, I hold the mission of the ENS program and its dedicated staff in high regard. I believe that natural resource and environmental education should be taught at all education levels, from kindergarten through post-doctorate.

While environmental education traditionally focuses on the hard sciences, such as biology, ecosystem dynamics and field research, the human dimension of environmental processes is increasingly being recognized as a fundamental area of study. Providing a Bachelor of Arts degree within the Environmental Studies program will train graduates to work within their communities and the public service sector to develop new strategies, initiatives and policies to address growing environmental concerns like climate change, habitat loss and sustainability.

Providing students with a more comprehensive education on environmental and natural resource policy through a Bachelor of Arts Environmental Studies program will be a great addition to UIS. I encourage you to approve this new program.

Yours in Conservation,

Marc Miller  
Director
Appendix C: Environmental Studies Bachelors Degree Programs in the State of Illinois Using IBHE CIP Code 3.0103.

<table>
<thead>
<tr>
<th>Institution</th>
<th>CIP</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern Illinois University</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>DePaul University</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>Illinois Wesleyan University</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>Judson University</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>Knox College</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>Lake Forest College</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>North Park University</td>
<td>3.0103</td>
<td>B.A. and B.S. in Environmental Science</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>3.0103</td>
<td>B.Phil. and B.S.G.S. in Environmental Studies</td>
</tr>
<tr>
<td>Principia College</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>3.0103</td>
<td>B.A. in Environmental Studies</td>
</tr>
<tr>
<td>Wheaton College</td>
<td>3.0103</td>
<td>B.A. and B.S. in Environmental Studies</td>
</tr>
</tbody>
</table>
## Appendix D: Rubric With Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Deficient</th>
<th>Developing</th>
<th>Competent</th>
<th>Advanced</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency in scientific concepts when studying the environment.</strong></td>
<td></td>
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<tr>
<td>• Recognize the link between healthy ecosystems (air, water, and land) and healthy human populations.</td>
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<tr>
<td>• Recognize the major components of the earth's systems and how they function.</td>
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<tr>
<td>• Demonstrate literacy in the scientific method.</td>
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<tr>
<td><strong>Capacity to critically examine environmental issues and apply contributions from the natural sciences, social sciences and the humanities for understanding and resolution of environmental issues and concerns</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D: Rubric With Learning Outcomes

<table>
<thead>
<tr>
<th>Ability to demonstrate understanding of natural resource policy, regulations, and the current issues in natural resource management</th>
<th>Deficient 1</th>
<th>Developing 2</th>
<th>Competent 3</th>
<th>Advanced 4</th>
<th>Mastery 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the interrelationships between human systems and natural systems.</td>
<td></td>
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<tr>
<td>• Demonstrate holistic analysis of the social and natural world.</td>
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<tr>
<td>• Acquire a measure of logical skill in working through ethical and moral challenges dealing with environmental issues.</td>
<td></td>
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<tr>
<td>• Analyze and assess the modern challenges related to sustainability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Deficient
- Developing
- Competent
- Advanced
- Mastery
YI-SZ LIN

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EDUCATION

Doctor of Philosophy, August 2009
Urban and Regional Science, Texas A&M University, College Station, TX

Certificate
Graduate Certificate in Geographic Information System (GIS), Departments of Geography and Ecosystem Science and Management, Texas A&M University

Certificate
Graduate Certificate in Remote Sensing, Departments of Geography and Ecosystem Science and Management, Texas A&M University

Master of Science, May 2004
Department of Construction Science, Texas A&M University, College Station, TX

Certificate
Graduate Certificate in Environmental Hazard Management, Hazard Reduction and Recovery Center, College of Architecture, Texas A&M University

Bachelor of Science, Jun. 1999
Department of Architecture, National Cheng Kung University, Tainan, Taiwan

ACADEMIC EXPERIENCE

Aug. 2009-present
Assistant Professor, Department of Environmental Studies, University of Illinois at Springfield
Director, Geographic Information Systems (GIS) Laboratory, University of Illinois at Springfield

Graduate Research Assistant, Hazard Reduction and Recovery Center, Texas A&M University, College Station
- National Oceanic and Atmospheric Administration (NOAA) project

Graduate Research Assistant, Hazard Reduction and Recovery Center, Texas A&M University, College Station
- Mid-America Earthquake (MAE) Center project

Research Assistant, National Science and Technology Center for Disaster Reduction (NCDR), Taiwan; Hazard Reduction and Recovery Center (HRRC), Texas A&M University, College Station
- International Collaboration Project

Graduate Research Fellow, Hazard Reduction and Recovery Center, College of Architecture, Texas A&M University

Curriculum Vitae 1
EDUCATION
University of Oregon — Ph.D., Sociology, 2009
University of Oregon — M.A., Sociology, 2005
University of Colorado — M.A., Education, 1997
Pace University — B.A., Psychology, 1991

EMPLOYMENT
University of Illinois, Springfield —
    Assistant Professor, Department of Environmental Studies, 2009-Present
    Associated Faculty, Department of Sociology/Anthropology, 2009-Present
University of Oregon —
    Instructor, Department of Sociology, 2005-2009
    Teaching Assistant, Department of Sociology, 2003-2008

PUBLICATIONS
Peer Reviewed Journal Articles:

Other Publications:
Dennis R. Ruez, Jr.
Department of Environmental Studies, University of Illinois at Springfield
Springfield, Illinois 62703-5407; druez2@uis.edu

Education
Ph.D. The University of Texas at Austin, Geological Sciences, minors in Geography, Anthropology, and Biology, 2007
M.S. University of Florida, Geology, minor in Biology, 1999
B.S. Murray State University, Geology and Biology, 1995

Employment
Assistant Professor, Department Chair: Environmental Studies, University of Illinois at Springfield, 2008-present
Visiting Assistant Professor: Geology and Geography, Auburn University, 2005-2008
Editor: Umlaut LLC (Austin, TX), 2006
Research Assistant: Environmental Science Institute, The University of Texas at Austin, 2005
Editor: Holt, Rinehart & Wilson (Austin, TX), 2005
GK-12 Program Coordinator: Environmental Science Institute, The University of Texas at Austin, 2003-2005
Assistant Instructor: Geological Sciences, The University of Texas at Austin, 2004
Book Reviewer: The College Board (Dallas, TX), 2004
Collections Assistant: Nonvertebrate Paleontology Laboratory, Texas Memorial Museum, 2003
GK-12 Graduate Teaching Fellow: Environmental Science Institute, The University of Texas at Austin, 2002
Public Education Assistant: Florida Museum of Natural History, 1997-1998
Graduate Teaching Assistant: Geology, University of Florida, 1995-1997
Athletic Tutor: Office of Instructional Resources, University of Florida, 1996
Assistant Manager: Kentucky Fried Chicken (Murray, KY), 1993-1995
Research Fellow / Teaching Assistant: Geosciences, Murray State University, 1991-1995

Peer-Reviewed Publications

More than 50 presentations at professional meetings and invited lectures. 25 grants and awards totaling more than $50,000
EDUCATION

*Ph.D. in Natural Resources and Environment*, August 2003

**Humboldt State University**, Arcata, California, 1995 – 1998  
*M.S. in Wildlife*, May 1998

**Tunghai University**, Taichung, Taiwan, 1987 – 1991  
*B.S. in Biology*, June 1991

PUBLICATIONS SINCE 2004


TEACHING EXPERIENCE

**University of Illinois at Springfield**
- ENS 542 Ecosystem Management
- ENS 546 Concepts of Ecology
- ENS 550 Capstone Course
- ENS 551 Environmental Natural Sciences
- ENS 551 Environmental Natural Sciences (Online)
- ENS 552 Environmental Social Sciences and the Humanities
- ENS 553 Research Methods in Environmental Studies
- ENS 554 Thesis/Project Proposal Writing
- ENS 571 Sustainable Development (Online)
- ENS 404 Fundamentals of Geographic Information Systems
- ENS 476 Environmental Ethics
- ENS 101 Women and the Environment
- BIO 371 Principles of Ecology

**University of Michigan**
- NRE 301 Ecological Issues
- NRE 415 Wildlife Behavioral Ecology
- NRE 416 Methods in Behavioral Ecology