

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item recommends approval for Eastern Illinois University to offer the Master of Science in Education (MSE), Master Teacher, off-campus, statewide; Illinois State University to establish the B.A. and B.S. in University Studies, and the Master of Social Work (MSW) in the North Suburban Region, Fox Valley Region, West Suburban Region, South Metro Region, and Chicago Region; and Western Illinois University to offer a Bachelor of Science in Graphic Communication.

Action Requested: That the Board of Higher Education approves the recommendations to establish the following programs:

- Master of Science in Education, Master Teacher, statewide, for Eastern Illinois University;
- Bachelor of Arts and Bachelor of Science, University Studies, at Illinois State University;
- Master of Social Work in the North Suburban, Fox Valley, West Suburban, South Metro and Chicago Regions, at Illinois State University; and
- Bachelor of Science in Graphic Communication at Western Illinois University.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Board of Higher Education is responsible for approving new on- and off-campus units of instruction, organized research and public service, and administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, address university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *The Illinois Commitment* that set forth new priorities to guide Illinois higher education in the first decade of the new millennium.

This item recommends approval for one public university to offer a bachelor of science program in graphic communication on campus; one public university to offer a bachelor of arts/bachelor of science program in university studies on campus, and a master of social work program off-campus in five regions; and one public university to establish a master of science in education, master teacher program, off-campus statewide. Together these programs will address Goals 1, 2, 4, 5 and 6 of *The Illinois Commitment*.

Eastern Illinois University

- Master of Science in Education, Master Teacher, Off-Campus, Statewide

Eastern Illinois University seeks authorization to offer the Master of Science in Education, Master Teacher. This program is intended to increase the number of master teachers in the P-12 schools who are able to participate in the National Board for Professional Teaching Standards (NBPTS) certification process. It is designed to provide a support system that will help guide candidates through the NBPTS certification process. In this context, the program will assist teachers in developing skills in analysis, evaluation, and planning for effective P-12 instruction. Research conducted by the University of North Carolina indicates that NBPTS teachers significantly outperform their peers as classroom teachers.

The University requests authority to offer the program on a statewide basis to facilitate its delivery at selected sites using a cohort model. Locations will be determined by students' level of interest, needs of the geographic area, and university resources. It is expected that the program will serve primarily rural communities in southern and central Illinois.

The program requires 33-37 semester hours of coursework, of which 13-16 are in disciplinary content areas such as special education and instructional technology. Selected coursework from the program also will be available to teachers who already hold master's degrees, but wish to pursue NBPTS certification or wish additional coursework in technology preparation. For these teachers, coursework also may be applicable to the professional development plan required for maintaining teacher certification.

Initial enrollment is expected to be approximately seven, with enrollments rising to approximately 12 by the program's fifth year as additional courses become web-based. It also is expected that the NBPTS and technology course sequences will see significantly larger enrollments among teachers not pursuing the master's degree, but desiring coursework in these areas.

The proposed program supports the Illinois State Board of Education's goal to increase the number of NBPTS-certified master teachers in Illinois (currently 352). It supports Goal 2 of *The Illinois Commitment* by providing an educational context to help improve teaching and learning in the state. It also addresses Goal 4 by helping increase the number of National Board certified teachers in regions of Illinois other than those where the majority is currently concentrated (Cook, DuPage, Kane, and Will counties). In addition, it addresses Goal 6 by making efficient use of existing resources, i.e., the NBPTS sequence serves as an advisement sequence in two existing master's programs (Special and Elementary Education).

The program's student learning objectives are based on the five core propositions inherent in the National Board Certification standards. Program graduates will:

- Demonstrate commitment to students and their learning;
- Know the subjects they teach and how to teach those subjects to students;
- Accept responsibility for managing and monitoring student learning;
- Think systematically about their practice and learn from experience; and
- Recognize themselves as members of learning communities.

In addition to meeting these core objectives, students are required to focus on a specific content area and meet discipline-dependent learning objectives that parallel those established by NBPTS. To date, NBPTS has developed objectives for 27 fields that serve as parameters for assessing truly accomplished teachers.

Student learning will be assessed through evaluation of capstone experience portfolios and NBPTS certification results. All students will participate in an introductory seminar that introduces them to the program's purposes. As they move through the program, student learning and academic performance will be measured, with NBPTS portfolio development being central for those interested in pursuing NBPTS certification. Cohort groups will be used to promote interaction among students and between faculty and students. Various technology-based experiences will serve to promote active learning and interaction. Students who choose not to pursue NBPTS certification will be assessed through such culminating experiences as written exams, oral presentations, and/or theses.

Specific learning and performance skills include the ability to:

- Further professional abilities as evidenced in classroom planning and student interactions;
- Apply new content standards to their own classroom;
- Use diagnostic techniques to more accurately meet individual student needs;
- Select appropriate instructional materials to meet individual needs;
- Use concepts of research design and methodology; and
- Evaluate and interpret published research.

Program success will be judged on the basis of the following specific learning outcomes:

- Pass rate of at least 90 percent on NBPTS Portfolio Development I and II;
- Pass rate of 90 percent for students choosing to sit for NBPTS certification examinations;
- Program enrollment of at least 12 student after three years; and
- Graduate and employer satisfaction totaling at least 90 percent.

The University requests \$75,000 in new state resources to support the program, which is included in the fiscal year 2003 operational budget recommended by the Board of Higher Education.

Illinois State University

- Bachelor of Arts and Bachelor of Science in University Studies

Illinois State University requests authority to establish the Bachelor of Arts and Bachelor of Science in University Studies. The proposed program is designed to offer students a flexible curricular structure that will allow them to apply the knowledge, skills, and abilities acquired in General Education to two integrated areas of study. It is intended for students who are either unable to meet the admissions/retention requirements for majors with requirements above the university minimums, or who discover late in their major program of study that they do not wish to pursue the career path that follows from their initial major and degree choice. The University projects the program will reach an enrollment of 475 majors, with 150 degrees awarded per year, by the end of its fifth year of existence.

The proposed program addresses Goal 4 of *The Illinois Commitment* by expanding the opportunity for students to complete their educational program of study. It addresses Goal 6 by using existing university resources to enhance degree completion rates and reduce time-to-degree.

In order to gain admission to this major, applicants must have completed a minimum of 60 hours and be in good academic standing with a GPA of 2.0 or higher. In addition, students selecting this option must complete an approved Plan of Study in collaboration with a program advisor. This Plan must include concentrations that complement each other, and courses within concentrations that provide a solid disciplinary framework that ensures a thorough understanding of the principles, modes of inquiry, and content of the selected disciplines. Courses will be chosen with the capstone requirement in mind, thus ensuring that the student completes an academically coherent program.

Specific degree requirements include: (1) completion of all graduation requirements for the B.A. or B.S. as listed in the University's Undergraduate Catalog, including all course requirements listed on the approved Plan of Study; (2) completion of at least 18 hours in each of two different disciplines; (3) a minimum of nine credit hours taken at the 300 level; and (4) completion of a 1-3 credit capstone course, research project, or Professional Practice.

In addition to ongoing assessment in individual classes, student learning will be assessed through completion of the capstone seminar, professional practice experience, or research project. The choice of capstone experience will be included in a plan of study approved by the student's advisor. Seminar and research options will include a writing requirement in which the student integrates the courses completed across the two selected disciplines into a coherent framework.

The professional practice experience option will enable students to apply their knowledge, skills, and abilities to a potential career.

The program advisor in University College will monitor student progress toward degree completion. Approved plans of study will be guided by major or minor requirements in each area of concentration selected by the student. The Center for Advancement of Teaching will serve as a resource to ensure that faculty and advisors are familiar with recent developments in cross-disciplinary approaches to instruction. In addition, the regular program review process will serve to assess program success and its achievement of goals and objectives related to student outcomes.

No new state funds are requested for this program, since it will use existing courses, faculty, and other university resources. A total of \$50,000 of existing state resources will be assigned to the program through internal reallocation.

- Master of Social Work - Off-Campus in North Suburban Region 1, Fox Valley Region 2, West Suburban Region 3, South Metro Region 6, and Chicago Region 10.

The Board of Higher Education granted Illinois State University authority to establish the Master of Social Work at its July 7, 1998, meeting. The program is currently in its second year of operation and will graduate its first full-time students in May 2002. The program has candidacy status with the Council on Social Work Education. The University now requests authorization to offer the Master of Social Work in five different regions: North Suburban Region 1, Fox Valley Region 2, West Suburban Region 3, South Metro Region 6, and Chicago Region 10. Receiving this authority will allow Illinois State University to respond to the needs of the Department of Children and Family Services that would then contract for the program in various metropolitan areas.

The proposed program fulfills Goal 4 of *The Illinois Commitment* by responding to statewide needs for improved training and professional development for a large cadre of workers within the traditional domain of professional social work. Increasing the number of social workers who complete the MSW will positively impact the quality of social services provided across the state and, particularly, in the Chicago region. The program also addresses Goal 1 by responding to the needs of a specific state agency; and Goal 5, by adjusting its capacity in response to employment demand.

To be considered for admission to the program, an applicant must have earned a minimum GPA of 3.0 on a 4.0 scale for the last 60 hours of undergraduate course work and take the Graduate Record Examination (General Test). In addition, a student must have successfully completed at least 40 hours of liberal arts courses (including one course in statistics and one in human biology) with a grade of C or better, and 15 hours of social courses other than social work.

The Master of Social Work degree offers a single concentration of study, Child and Family Practice, which emphasizes agency-based practice with at-risk families. Students are accepted into either the full- or part-time program. Degree requirements are the same for both on- and off-campus programs. Full-time students can complete the 60-hour program in two years. The program prepares graduates to:

- Provide services that promote the general welfare of all constituencies of our society and that promote social and economic justice;

- Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge informing social work practice;
- Practice in accord with the values and ethics of the social work profession;
- Effectively practice in agencies and service delivery systems with diverse populations and with client systems of all sizes;
- Address the needs of marginalized, and disenfranchised populations;
- Actively counter discrimination wherever they find it;
- Advance social and economic justice through planned social change, with particular attention to populations-at-risk;
- Provide leadership in the development, dissemination, and application of knowledge related to social work, social problems, and services to at-risk populations; and
- Continue their professional development through a commitment to lifelong education, scholarship, and service.

The School of Social Work has an established curriculum and program review structure that is designed to promote continual program renewal. It includes all of the school's constituents, including faculty, students, agency-based instructors, and a Professional Advisory Board. To meet the program accreditation standards of the Council on Social Work Education, the School of Social Work submits annual reports. In July 2001, the Council found the MSW program to have demonstrated progress in its movement toward accreditation and approved a site visit for initial accreditation for academic year 2003.

The off-campus program is intended for Department of Children and Family Services full-time social workers undertaking part-time graduate study to meet the professional development requirements of the social work profession and their employment. Each off-campus site will serve a cohort of 10-15 students, i.e., the University requires that 10-15 students be enrolled at a site before it will offer the program at that location. It will be offered as a 4-year sequence of part-time study. Courses will be provided in "worker-friendly" formats (e.g., weekends, evenings, all day Friday, in intensive courses of 3, 4, 6, 7, and 8 weeks).

The number of social work jobs is projected to grow by 32 percent, nationally, between 1996 and 2006. In Illinois, Illinois Department of Employment Security (IDES) projects a 10-year growth rate (1996-2006) in the public sector of 37.8 percent in medical and psychiatric social work, and 32.6 percent in all other fields of practice. They project a 27 percent growth rate in private sector social work positions for the same period. The Illinois Department of Employment Security and Illinois Department of Professional Regulations statistics show that the number of social work positions far exceeds the number of licensed social workers available in Illinois by approximately 4 to 1. In addition, the Illinois Department of Children and Family Services has required all supervisory staff to have MSW degrees, which will create a continuous pool of practitioners needing MSW degrees.

Student learning will be assessed through formal and performance-based assessment measures, e.g., course grades, clinical performance evaluations, and supervisor/instructor recommendations. The program culminates with an applied research project and report conducted under faculty mentorship. By the completion of the concentration practicum and the research project, students must have demonstrated that they have acquired advanced analytic and practice skills for self-critical, accountable practice, and have integrated the values and ethics of the profession into their practice. Students also must demonstrate theoretical and conceptual integration of graduate-level content and knowledge of the current literature and methodology in their areas of practice specialization.

Program success will be measured by the number of students completing the program, students' level of satisfaction with the program, and the career advancement of program graduates. Evaluation instruments will include existing surveys, course evaluations, employer surveys, and licensure data. Retention and graduation, employment, and licensure rates will be calculated to determine how well graduates of the programs are doing.

No new state funds are requested for this program. Existing state resources, provided through a DCFS grant, total \$88,000 per year for the first four years of the program. The program projects 15 annual program majors and 15 graduates a year, beginning in the program's fourth year.

Western Illinois University

- Bachelor of Science in Graphic Communication

Western Illinois University seeks authorization to offer the Bachelor of Science in Graphic Communication. This program will prepare designers and managers for the graphics industry. Its primary objective is to enable graduates to apply advanced production and electronic media techniques as solutions to graphic communication problems through the study of electronic desktop publishing, photomechanical techniques, web page design, and printing production management.

The proposed program supports Goal 1 of *The Illinois Commitment* by preparing students for direct entry into the Illinois workforce. It also supports Goal 5 of *The Illinois Commitment*, which stresses that colleges and universities should "create new programs and revise existing programs in response to societal, student, and workforce needs" by providing a curriculum designed to meet the needs of the growing graphic communication industry.

Currently, no university in Illinois offers a bachelor's degree in graphic communication. There are 14 baccalaureate programs in fields related to graphic design and computer graphic animation. Two of these programs are at University of Illinois at Chicago and Urbana-Champaign.

The program requires a minimum of 120 semester hours. The Graphic Communication program requires coursework in six hours: (a) General Education, 43 semester hours; (b) Graphic Communication Core Courses, 24 semester hours; (d) Directed Electives, 12 semester hours; (e) supporting courses, 6 semester hours; (e) minor, 15-21 semester hours; and (f) open electives, 14-19 semester hours. All students are required to take two introductory courses that serve as the foundation for various advanced courses. Students will be expected to demonstrate prior learning in the context of completing assigned projects in advanced courses. Advanced coursework also will require that students exhibit critical thinking and problem-solving skills. The program's capstone course is an internship in an approved graphic communication position, which will be monitored by a University and industry supervisor. Students must successfully meet established learning objectives for the internship.

The University projects that, by its third year of existence, the program will enroll approximately 75 majors and award 20 degrees annually. Program graduates are expected to be proficient in a range of graphic communication skills, including:

- Performing all graphic communication work in a safe manner;
- Using both conventional and electronic methods to solve problems associated with the preparation and printing of documents;
- Effectively using appropriate tools and materials to create graphic communication projects;
- Using multimedia programs to author and present professional subject matter for business and industrial presentations;
- Developing, producing, and maintaining Internet websites;
- Integrating selected concepts and technologies from such disciplines as art, journalism, and marketing into graphic communication work; and
- Developing estimation and management plans for graphic communication work and facilities.

Assessment of student achievement will be measured in various ways. A capstone course, entailing an internship, will be used to evaluate each student's acquisition of knowledge and skills in the field. Following the internship, students will write a final report of their experience and complete a self-evaluation of their preparedness for the internship. Department faculty and the internship employer will use this and related information to evaluate the student's work during the internship. In addition, students will prepare a portfolio that includes projects completed beginning with their first advanced class in the graphics area. Faculty will review the portfolio prior to the internship. Finally, assessment of student learning is an integral part of each course within the major, most of which require culminating projects that build upon each other. In order for students to meet the established learning outcomes, they must progressively master skills at all learning levels.

Program and student success also will be assessed through alumni and employer surveys. Alumni surveys will be conducted after the first and fifth years following graduation. Employer surveys will be used during the internship program, with employers evaluating each intern with respect to skills needed by the employer, and at five-year intervals, using a sample of those companies that have hired and retained programmed graduates. These surveys will determine job preparedness and evaluate the ability of graduates to gain promotion to positions of increasing responsibility in the graphics communication field. In addition, modifications in program curriculum partially will be based on feedback from employer and alumni surveys, which are essential for the program to remain on the cutting edge of technology.

Department faculty meet semi-annually to review both assessment data and anecdotal information and use this information to initiate appropriate changes in individual courses, curriculum focus, equipment purchases, and program requirements. In addition, constant monitoring of industry trends and the latest technology used in graphic communication will ensure maintenance of a curriculum that provides students with the skills necessary to succeed in the global marketplace.

The U.S. Department of Labor's 2002-03 *Occupational Outlook Handbook* characterizes the employment outlook for graphic designers as very promising, with faster than average employment growth through the year 2010. The U.S. Bureau of Labor Statistics projects a 26.8 percent increase in the employment of graphic designers between 2000 and 2010 (from 189,911 to an estimated 240,705 individuals). By comparison, the projected increase in employment for all occupations during this same time is 15.2 percent.

No new state resources are required to establish the program. Current state support will be maintained at \$189,000 per year.

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants the following universities approval to establish the new degree programs identified below:

Eastern Illinois University

Master of Science in Education (MSE), Master Teacher, Off-Campus, Statewide

Illinois State University

Bachelor of Arts and Bachelor of Science in University Studies

Master of Social Work, Off-Campus in North Suburban Region 1, Fox Valley Region 2, West Suburban Region 3, South Metro Region 6, and Chicago Region 10

Western Illinois University

Bachelor of Science in Graphic Communication