

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

Submitted for: Action.

Summary: This item requests approval of five degree programs and one center at four public universities.

Action Requested: That the Illinois Board of Higher Education approves the following:

Governors State University

- Master of Public Administration in the Fox Valley and Chicago Regions (Out-of-Region authority)

University of Illinois at Chicago

- Bachelor of Business Administration in the Chicago Region
- Master of Science in Patient Safety Leadership in the Chicago Region
- Center for Cognitive Medicine in the Chicago Region

University of Illinois at Urbana-Champaign

- Bachelor of Liberal Arts and Sciences in African American Studies in the Prairie Region

Western Illinois University

- Master of Arts in Museum Studies in the Western Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of 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 *IBHE 2011*, which sets forth new priorities to guide Illinois higher education in the first decade of the new millennium. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Governors State University

Proposed Program Title: Master of Public Administration in the Fox Valley and Chicago Regions (Out-of-Region Authority)

Projected Enrollments: The University projects ongoing enrollments of 20 in each cohort organized at each proposed location.

Background

Governors State University (GSU) currently offers the Master of Public Administration degree on its home campus. The University is seeking approval to offer the degree program in the Fox Valley and Chicago regions.

In the Chicago Region, the University plans to offer the program at the Thompson Center. The site provides a strategic location to serve the needs of a significant number of employers and students in the downtown Chicago area, including employees at the Thompson Center, Dirksen Federal Building, the Daley Center, the Cook County Building, Chicago City Hall, and area Chicago and State Police personnel. In the Fox Valley Region, the University plans to offer the program on the Elgin Community College campus and the Illinois State Police District 2 Headquarters in Elgin. The sites provide strategic locations to serve the needs of a significant number of employers and students in the suburban Chicago area, including employees of the state.

IBHE 2011.

The Master of Public Administration will address the following goals of *IBHE 2011-Strategic Plan for the Illinois Board of Higher Education*:

Goal 1—Affordability: To ensure that college is affordable for all Illinoisans, particularly low-income students. Governors State University provides accessible, affordable higher education to residents of Illinois. Currently, Governors State University is the only public institution in the south suburbs of Chicago and in Will and Kankakee counties. Governors State University believes that cost should not be a barrier to education; therefore tuition is low and financial aid is available.

Goal 2 – Attainment: To improve educational attainment for all Illinois students through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas. Through its School of Extended Learning, Governors State University is able to bring affordable higher education to students across the State of Illinois. Through multi-modal delivery options, a college education has become accessible to students who are unable to enroll in traditional university coursework. Through the School of Extended Learning, Governors State University offers classes at convenient times and locations.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. Governors State University has a diverse student body, which allows students to experience an education that is in touch with the larger, diverse society. The average age of a GSU student is 33 years. Some 71 percent of GSU students are women, 38 percent are minority, and over 2 percent are international students.

Comparable Programs in Illinois

Eight Illinois institutions currently offer a Master of Public Administration, Public Management, Public Affairs, Public Policy, or Public Service program. None of these institutions currently offers their program in the Elgin area or in the downtown area of Chicago.

Mission and Objectives

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.

The College of Business and Public Administration offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The mission of the Master of Public Administration program is to prepare students to serve effectively as citizens and as professional managers in the administrative branches of government.

The Public Administration faculty recognize governments are complex systems designed for the purpose of realizing American ideals. The primary emphasis of the M.P.A. program is to imbue the students with an understanding and respect for the normative, ethical, and political environment within which American public administration is conducted and the ability to apply sound reasoning to the development of viable solutions to problems within this environment. The program also teaches specific concepts, techniques, and skills of management in the public sector.

Curriculum and Assessment

1050.30(b)(1) [applicable only to 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; 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.

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.

Admission Requirements

In addition to meeting university criteria, applicants must have an undergraduate degree with a cumulative Grade Point Average of 2.5/4.0.

To ensure that students have a satisfactory command of public administration fundamentals before taking graduate-level courses, at least nine semester hours or the equivalent of undergraduate preparatory coursework are required of all M.P.A. students. Students with an undergraduate major in public administration may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in public administration are expected to complete the prerequisite preparatory courses.

Curriculum

Candidates for the Master of Public Administration must complete 24 semester hours of required coursework in organizational behavior, human resource administration, budgeting, policy studies, public planning, and research methods. In addition, candidates must complete a 3-hour final project and nine semester hours in Career Selectives for a total of 36 hours.

Program Assessment

The College of Business and Public Administration has a fully documented assessment plan that meets the requirements of its National Association of Schools of Public Affairs and Administration (NASPAA) accreditation and is applied to the public administration program in the college regardless of location of delivery. The assessment plan consists of standardized measures and in class assessments of student progress, and also includes student evaluations of instruction as part of the continuing quality improvement aspects of the plan. The Master of Public Administration cohort program uses the same measurements for program completion and expectations as the on-campus program.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

The Master of Public Administration program will be offered in a cohort format. Traditional classroom experiences in combination with some on-campus requirements and distance learning options will enhance the student's experience through the use of technology and flexible scheduling. Courses will meet primarily in the evenings utilizing local school district facilities and education centers. Possible online course options may be available. The cohort model allows students to attend class one or two nights a week and complete the program in two years.

Library

The GSU library has extensive resources online for access by students at off-campus locations. In addition, the college librarian works with cohort students to provide the information and materials needed to complete the coursework.

Technology and Instructional Resources

Equipment, such as DVD players, projectors, and laptops, are made available to the instructors. The locations chosen for each cohort generally have the equipment readily available.

Faculty and Staff

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.

The faculty teaching at the designated site will consist of tenure/tenure-track faculty and adjunct faculty who also teach on-campus. It is the policy of GSU that adjunct faculty teaching at the graduate level must be doctorally credentialed with significant study in the areas to be taught. The hiring and evaluation of the faculty and adjuncts is done in the same manner as the hiring and evaluation of the faculty/adjuncts teaching on-campus courses.

Fiscal and Personnel Resources

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.

As part of its mission to serve returning adult students, GSU programs have been taken into the workplace and other off-campus sites. Each program must determine capacity for students and work within that capacity to serve cohorts of students at multiple locations, starting new cohorts as previous groups graduate. Additional cohort locations are only approved by the campus when the graduation of a current cohort, new demand, or the reallocation of internal funds allow for the related expenditure. Accordingly, there is no new request for staff, equipment, instructional materials, or library or contractual services associated with this requested approval. The resource requirements are available at the site locations or through the GSU main campus. No additional state funds are required to offer this program at the proposed sites.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

Governors State University's Master of Public Administration Program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Need

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; 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.

As one of the most densely populated states in the nation, the public needs of Illinois are great. As the population growth rises in municipalities, the need for qualified administrators also increases. Therefore, the need for graduates of a public administration program is strong and increasing.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Governors State University's Master of Public Administration program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies, will be published on the University's

website. Comparable information will be published in hard copy in the University's Graduate Catalog. Similar information will be available from the University upon request.

Staff Conclusion. The staff concludes that the Master of Public Administration program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Chicago

Proposed Program Title: Bachelor of Business Administration

Projected Enrollments: The University of Illinois at Chicago (UIC) has projected fall enrollments in the proposed program will grow from 40 students in the first year to 200 students in the third year.

Background

The Bachelor of Business Administration (BBA) degree program is proposed as a baccalaureate completion program offered by the College of Business Administration in partnership with the University of Illinois Global Campus. This program will bring access to a high-quality, online bachelor's degree completion program developed and taught by faculty actively engaged in academic research to the people of Illinois and the world beyond. The program will offer the convenience and flexibility of an online degree program for people who are unable to come to campus due to location and/or circumstance. This flexibility is combined with a curriculum developed and overseen by the faculty of an Advance Collegiate Schools of Business accredited school of business.

The program will particularly benefit students engaged in their careers who stopped their education before completing their bachelor's degree. The program also provides an additional point of access to the University of Illinois to students who have completed the first two years of a bachelor's degree at an associates-degree granting institution.

It is anticipated that the program will appeal especially to people who have reached the end of their career advancement opportunities due to their lack of a completed bachelor's degree. The program also offers the possibility of providing companies with a mechanism to offer a developmental benefit for its employees.

IBHE 2011.

The BBA degree will address the following three goals of the *IBHE 2011-Strategic Plan for the Illinois Board of Higher Education*:

Goal 2 – Attainment: To improve educational attainment for all Illinois students through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas. The BBA program has the promise of being a workforce development opportunity for employers seeking to increase the productivity and effectiveness of their employees through education.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. The BBA program offers access to education to Illinois residents who cannot meet on a campus. It also provides access to those whose schedule does not permit them to commit to an educational program that meets at set dates and times. Broader access is expected to attract a diverse cohort reflective of the Chicago area population.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. Through assessment of student learning and evaluation of teaching effectiveness, as well as the faculty meeting standards for sufficiency and qualification as established through the accreditation of the program, the BBA program offers a high-quality, professionally accredited program to these same students.

Comparable Programs in Illinois

Although virtually every institution in the state of Illinois offers a Bachelor of Business Administration, the only other fully online BBA completion degree program is offered by the University of Illinois at Springfield (UIS). The curricula for the UIS program and proposed UIC program are fairly similar. The major difference between the two programs is the tuition rate. The UIS tuition rate is less than half the proposed UIC tuition rate. As a result, the new UIC program should not have a significant impact on the UIS program. However, the UIS program cohort size is constrained by the availability of instructors and therefore cannot accommodate more students. As a result of the UIC College of Business Administration partnership with the Global Campus on the BBA completion program, this constraint will not be a factor in the UIC BBA degree completion program cohort size. Therefore, the UIS program should not have an impact on the UIC program cohorts. Even though tuition is lower for the UIS program, it cannot accept more students.

Mission and Objectives

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.

The general goal of the program is to prepare students for entering or advancing in a career in business or management in both for-profit and not-for-profit organizations.

The general goal is broken down into component parts as follows:

- Preparation for careers in business or management requires that the student have acquired basic skills in communication and analytical reasoning that make use of mathematics and economics.
- Preparation for careers in business requires that the student have a working knowledge of the business disciplines and an ability to apply that knowledge to business situations.

This program directly supports UIC’s mission “to provide a wide range of students with the educational opportunity only a leading research university can offer.”

Curriculum and Assessment

1050.30(b)(1) [applicable only to 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; 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.

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.

Admission Requirements

Admission will be limited to transfer students who have completed at least sixty semester credit hours of post-secondary coursework. The requirements for admission include a 2.5/4.0 cumulative grade point average in all post-secondary coursework and a grade of "C" or better in each prerequisite course.

Curriculum

This program will consist of the final two years of coursework. Therefore students will be required to have completed the first two years prior to being admitted to the program. The BBA will be a general business degree, not requiring (or allowing) the student to major in any one functional area (such as Accounting or Finance). Each class will be eight weeks in length with six eight-week sessions offered during a calendar year. This will enable students to complete the program in 18 to 36 months, depending on the number of classes taken in each eight-week session. Upon successful completion of all coursework, online students will receive a BBA from UIC.

The BBA will be offered as a cohort program. Courses will be offered only in certain terms, with many offered only once per year. This cohort program provides flexibility through its asynchronous, online delivery, eliminating the need for students to come to a campus or attend at a specific time. While existing College of Business Administration policies will apply to this program, the applicability of all policies in practice to this program will be monitored to ensure their appropriateness.

Assessment of Student Learning Outcomes

At the completion of the BBA program, students will be able to:

- Understand how consumers, organizations, and government institutions allocate scarce resources;
- Analyze economic conditions that affect organizations;
- Understand and use information technology;
- Understand and apply theories regarding how organizations operate and how individuals within organizations behave;
- Understand and apply research methods in the study of organizations and individuals;

- Understand and apply basic concepts from all business disciplines; and
- Communicate persuasively analytical conclusions, both verbally and in writing.

All degrees offered through the Global Campus will have a plan for assessment of student learning that consists of five parts:

1. List of program outcomes;
2. List of expected learning objectives for each course in the program;
3. Direct measurement methods for each learning objective;
4. Analysis of data collected through measurement techniques; and
5. Description of the way results are used to improve student learning.

The College of Business Administration will define this plan for the BBA degree completion program. In the assessment plan, a matrix will be used to illustrate the alignment between program outcomes, learning objectives, and direct measurement methods. Emphasis will be placed on direct measures that are authentic and meaningful, such as portfolios, projects, and teamwork.

Program Assessment

An assessment of program outcomes will be conducted on an annual basis. Course evaluations will include students and peers. Students will complete a summative evaluation at the end of each course, focusing on the quality of instruction, relevancy and rigor of content, and the success at meeting course objectives. Peer review of content and delivery will take place periodically. Focus groups of current students will be used to provide feedback on the technology, and employers (and potential employers) will be asked to review the overall curriculum and student learning outcomes periodically.

Periodic, informal evaluation of the course and instruction by the Global Campus Department of Instructor Services takes place throughout the course. At the end of the eight week term, instructors of record, section leaders, and courses are evaluated through the Individual Course Evaluation System (ICES), an online end of course evaluation process that allows students to provide feedback on performance and effectiveness as well as an overall course evaluation. This evaluation provides both quantitative and qualitative data for review.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

Library

Library services for the UIC College of Business Administration BBA Completion program will be provided through the partnership between the Global Campus and the Brookens

Library at the University of Illinois at Springfield. This partnership has been established to provide easy access to library resources, including electronic reserves and materials necessary to complete course-related research for online students such as those in the BBA Completion program. The level of library resources required to support programs offered through the Global Campus is adjusted each year based on the expected number of students to be served.

Technology and Instructional Resources

The program will be delivered online in partnership with the University of Illinois Global Campus. The courses will be developed by on-campus faculty and the delivered program will adhere to the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB). Technical support will be provided to students and faculty through the dedicated support services of the U of I Global Campus. On-site support for faculty will be provided by the existing UIC College of Business Administration Computing Services Office.

Faculty and Staff

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.

Under the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB), the faculty of an academic program must collectively meet standards for sufficiency and qualification. The sufficiency standard is that 75% of credit hours in any academic program offered at a location must be generated in classes taught by instructors of record who participate in the department, college, and/or university beyond the teaching of their courses. Faculty participate through engagement with students in co-curricular activities, participation in faculty governance, and service to the department, college, and university. This standard ensures that instruction is offered by teachers who are engaged with their colleagues and have a commitment to the institution.

Instructors of Record, taken as a whole, must also meet standards for their qualification to offer instruction in their specific subject area. At least 90% of the instructors of record employed in this program must be deemed qualified to teach in their subject area by either their continuing intellectual contributions to business disciplines or through continuing contributions to the practice of business. Intellectual contributions generally refer to the dissemination of research in peer reviewed, scholarly journals. Contributions to practice refer to active professional practice, maintenance of professional certifications, and/or the production of materials designed to enhance the practice of business. These standards for faculty qualification are the same for existing on-campus programs offered by the College of Business Administration (CBA).

These standards limit the use of adjunct faculty who are not engaged with the college. Thus, current UIC CBA faculty will be employed to develop and serve as the Instructor of Record

for each class. Instructors of Record will ensure that content remains current and that learning objectives are met and assessed, and will supervise all support staff, such as teaching assistants. Initially, faculty will be compensated through overcompensation for their development and teaching efforts. As the program grows and matures, however, the intention is to incorporate teaching in the BBA program into the regular teaching load of the CBA faculty.

Fiscal and Personnel Resources

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.

The University of Illinois Global Campus is funding the development and operation of the B.B.A. program. This is a full cost recovery program that is structured and priced so that all development and operating costs will be covered by tuition revenues when enrollments reach a steady-state level. Until then, the Global Campus will fund all program costs through a line of credit. The draw against the line of credit will be paid back from future tuition revenues. No state resources and no internally reallocated resources are being used to fund the BBA program.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

The University of Illinois at Chicago College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). No licensing is required for entry into the target professions.

Need

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; 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.

Employer demand is fueling significant growth in individuals seeking BBA degrees. For a large segment of the working adult population who want to pursue a BBA degree, an online program is fast-becoming the preferred alternative. It is currently estimated that, in 2-3 years, the UIC BBA degree completion program will enroll 200 students per academic year.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about the University of Illinois at Chicago's Bachelor of Business Administration, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies, will be published on the University's website and via the Global Campus. Comparable information will be published in hard copy in the University's Undergraduate Catalog. Similar information will be available from the University upon request.

Staff Conclusion. The staff concludes that the Bachelor of Business Administration program proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Program Title: Master of Science in Patient Safety Leadership

Projected Enrollments: The University projects fall enrollments of 10 students in the first year, rising to 275 students by the fifth year.

Background

The landmark document *To Err Is Human: Building a Safer Health System*, a 2000 report from the Institute of Medicine, was a resounding indictment of the educational preparedness of health professionals in the United States. The shortcomings that exist in the education of healthcare professionals are barriers to the improved quality of medical care provided in the United States. The Master of Science in Patient Safety Leadership (M.S. in PSL) program offered and administered by the University of Illinois College of Medicine is important to the healthcare community's continued efforts to break the cycle of medical error and improve the safety of patients.

The mission of the PSL program is to provide learners with the educational experiences and environment that promote discipline competence, the capacity to obtain career success in their healthcare related professional field, and a sense of personal and societal responsibility for the delivery of safe, quality patient care. The overall goal of the PSL program is to facilitate dynamic educational opportunities in a learner-centered environment for practicing clinicians, students, and healthcare administrators who wish to become leaders in the quest for patient safety and the delivery of quality healthcare.

IBHE 2011.

The M.S. in Patient Safety Leadership will address the following three goals of the *IBHE 2011-Strategic Plan for the Illinois Board of Higher Education*:

Goal 1 - Affordability: To ensure that college is affordable for all Illinoisans, particularly low-income students. Utilizing the Internet, the PSL program has minimal residence requirements, making it more affordable and accessible for citizens throughout Illinois. Further, students do not need to relocate to enroll, and they are usually able to continue employment while enrolled. Distance education provides the foundation for minimal disruption to students' lives and livelihoods.

Goal 2 - Attainment: To improve educational attainment for all Illinois students through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas. The PSL program confirms Illinois' and the University of Illinois' position in the forefront of teaching and innovation in the medical sciences and healthcare. With continued leadership, the economic growth of the State is strengthened through better healthcare for its citizens, who in turn improve productivity, while reducing healthcare costs for both the individual and for business.

Goal 4 - Efficiency: To promote efficiency and accountability in higher education operations. This program has been designed to meet the needs of students with diverse educational backgrounds and a variety of degrees and roles within the healthcare system. The program will hold students to high expectations for learning and growth. Additionally, this program is designed with multiple and systematic assessment procedures that will continually inform program improvement.

Comparable Programs in Illinois

This is the first online patient safety graduate program in the State of Illinois. Northwestern University has developed a graduate program with a similar concept; however that program is only offered on-campus, requires two weeks of intensive summer sessions, and is designed specifically for medical students, fellows, and clinicians. It is anticipated the PSL program will have a positive impact on healthcare training and will raise the bar on awareness of patient safety. It is also anticipated that it will result in the improvement of the healthcare system's ability to address the issues surrounding medical error, quality improvement, and redesigned processes for the improvement of patient care.

Mission and Objectives

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.

The mission of the University of Illinois is "to transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence." The PSL program is well aligned with three of the University's five mission priorities:

- To provide a wide range of students with the educational opportunity only a leading research university can offer.
- To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.
- To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

The innovation of the PSL program specifically supports both the overall mission of the University and the specific priorities for the UIC campus and Medical Center.

Curriculum and Assessment

1050.30(b)(1) [applicable only to 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; 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.

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.

Admission Requirements

In addition to the Graduate College minimum requirements, applicants must hold a bachelor's degree from an accredited institution; a 2.75/4.0 Grade Point Average on the last 60 hours of undergraduate coursework; and demonstrated interest in the field of patient safety and career intentions that will allow the student to impact the healthcare industry.

Curriculum

The M.S. in Patient Safety Leadership will be offered primarily online, with one on-site requirement at the midpoint of the program. The curriculum of the PSL program will consist of nine four-credit-hour courses for a total of 36 credit hours. It is important to note that due to the identified gap in patient safety education within health profession education, all nine PSL courses are new and are specifically designed and developed to significantly advance students patient safety knowledge, attitudes, and skills. Students would be able to begin their academic program three times a year. The program is designed to be either part-time or full time. Full time students are expected to obtain the degree in 18-24 months; part time students may take from 2-4 years to complete the program.

Assessment of Student Learning Outcomes

Upon completion of this program, students will demonstrate knowledge in the following areas:

- Fundamental knowledge of patient safety and quality care concepts;

- Historical and contemporary theories of leadership;
- Healthcare organizations and Microsystems;
- Interprofessional communication and collaboration;
- Responsible conduct of health service research;
- Global healthcare economics and policy;
- Patient advocacy;
- Creating change in behaviors, systems, and cultures;
- Human factors and medical error;
- Process improvement and measurement;
- Health information technology;
- Simulation in healthcare education and training; and
- Accreditation, regulation, and patient safety organizations.

Upon completion of this program, students will be able to:

- Complete required elements of error science management in a simulated medical error exercise;
- Retrieve, analyze, and manage information and technology;
- Critically evaluate and translate quality evidence into practice and process improvement;
- Create change in the healthcare environment, locally and globally, through influence in policy, economics, and regulation;
- Use higher order thinking and problem solving abilities in complex health organizations and systems;
- Take a leadership role in creating a safe patient care environment;
- Demonstrate a strong sense of responsibility for personal, patient, and system safety;
- Demonstrate effective communication skills across and within disciplines; and
- Collaborate effectively within and across teams.

Multiple methods of assessment are employed in Global Campus online courses, including exams, case studies, essays, and other types of assignments. Global Campus instructors evaluate students' assignments and provide timely and constructive feedback. Assignments are designed to develop students' critical thinking skills and to demonstrate students' ability to apply learning to produce highly practical and tangible deliverables.

Student learning outcomes will be assessed initially on a course-by-course basis when the student is assigned a grade. Students enrolled in the PSL program will have to earn a grade of "B" or better in each course in order to be eligible to enroll in the next course. Any student who receives a grade of "C" or below will have to repeat the course to obtain credit before proceeding and will be placed on probation. If a student earns a grade of "C" or below on a second course, they will be removed from the program. The assessment of the more global goals of the program occurs through completion of a capstone project and through demonstration of competencies during participation in the on-site residency. Both of these demonstrations of learning will require students to review, summarize, and apply the relevant areas of patient safety leadership and understand how these elements apply to the creation of a safer healthcare system and a culture of safety in a high risk industry.

Program Assessment

The M.S. in Patient Safety Leadership will employ multiple methods of ongoing evaluation. Primary evaluation activities include:

- Assessing student achievement as compared to the learning objectives for the program;
- Examining student, graduate, and faculty satisfaction with the courses, curriculum, and teaching methods; and
- Providing a system of feedback for implementing changes needed to continuously improve the program.

Program assessment will also focus on the success of the program as measured by its attractiveness to candidates, the backgrounds and disciplines of those who attend the program, how well the program meets student needs, and graduates' reported involvement in patient safety leadership activities. Specific criteria that represent the learning environment will include identification of appropriate student learning needs, the overall curriculum goals, institutional philosophy, purpose, and the stakeholder priorities.

The PSL assessment and evaluation tools and methods will include student outcomes, student evaluations, faculty evaluations, student and faculty interviews, and observation. Regardless of how the assessment and evaluation data is obtained, it will be considered in terms of utility, feasibility, propriety, and accuracy.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

Library

The UIC Library will deliver information resources needed to support students and faculty in the PSL program via the Internet, unless copyright or absence of a digital copy dictate otherwise. The library has a graduate/professional or research level collection in all aspects of the health sciences currently taught or studied at UIC and in other fields relevant to PSL (e.g., communication and economics).

Technology and Instructional Resources

Technical Support will be provided to students and faculty through the dedicated support services of the U of I Global Campus.

Faculty and Staff

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.

The proposed PSL program draws from a broad faculty base across multiple health science disciplines at UIC and from nationally recognized experts in the field of patient safety. Courses will be designed by interprofessional teams of current UIC faculty within the College of Medicine, College of Nursing, College of Applied Health Sciences, School of Public Health, College of Pharmacy, and the University of Illinois at Chicago Medical Center.

Fiscal and Personnel Resources

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.

The University of Illinois Global Campus is funding the development and operation of the Patient Safety Leadership degree and certificate programs. These are full cost recovery programs that are structured and priced so that all the development and operating costs will be covered by tuition revenues when enrollments reach steady-state levels in three years. Until then, the Global Campus will fund all program costs through a line of credit. The draw against the line of credit will be paid back from future tuition revenues. No state resources and no internally reallocated resources are being used to fund the Patient Safety Leadership programs.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

The University of Illinois is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. No additional accreditation is needed for this program and no licensure is required for entry into this field.

Need

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; 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.

The medical industry has documented the need for better safety and fewer errors in patient care. The overall medical error rate is about 3 percent for all Medicare patients, which though low amounts to some 1.1 million patient safety incidents over three years (HealthGrades, 08, April 2008, para. 1-3). These data demonstrate the need for training and systematic study of patient safety

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about the University of Illinois at Chicago's Master of Science in Patient Safety Leadership, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies, will be published on the University's website and via the Global Campus. Comparable information will be published in hard copy in the University's Graduate Catalog. Similar information will be available from the University upon request.

Staff Conclusion. The staff concludes that the Master of Science in Patient Safety Leadership program proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Center: Center for Cognitive Medicine

Background

The Center for Cognitive Medicine was established informally in 2001 to organize a translational and interdisciplinary program of research. The University of Illinois at Chicago (UIC) is seeking permanent approval to operate the Center.

Cognitive and behavioral problems associated with common psychiatric and neurological disorders are a major cause of functional disability across the lifespan for our citizens. Focusing

on pathophysiology and treatment of behavioral aspects of brain disorders, the Center has evolved over the last five years to become a successful translational research program in both basic research and clinical practice for cognitive disorders.

The Center's mission is to develop new knowledge about the cognitive problems caused by brain disorders and normal aging and to apply the scientific discoveries gained through research to improve the treatment and prevention of disease. The mission will be achieved through the coordinated efforts of a core faculty team of 32 faculty members with primary appointments in six departments across four UIC colleges. Participating colleges include Medicine (Departments of Psychiatry, Neurology, Anatomy and Cell Biology), Applied Health Sciences (Department of Movement Sciences), Pharmacy (Department of Pharmacy Practice) and Liberal Arts & Sciences (Department of Psychology).

The formation of this Center will provide an organizational structure to facilitate interdepartmental work and to encourage future departmental recruitment relevant to these areas of inquiry. Having such an organizational infrastructure will facilitate efforts to successfully compete for external support for research in these areas.

IBHE 2011.

The Center for Cognitive Medicine will address the following three goals of the *IBHE 2011-Strategic Plan for the Illinois Board of Higher Education*:

Goal 1 - Affordability of Higher Education – Through development and implementation of cutting edge and new diagnostic and treatment practices, the Center will lead to increased productivity and subsequent reductions in the economic burden of brain disorders on the state and its population.

Goal 2 - Attainment and Workforce Development – One aspect of the Center's educational mission is to help improve the quality of teaching and learning in elementary and secondary education by helping educators understand the struggles and strengths of children suffering from brain disorders. By furthering partnerships with educators, the Center will help the staff providing consultation services to identify cognitive problems that affect learning.

Goal 3 - Diversity to increase access and success of all groups – As part of one of the largest and most diverse medical schools in the country, the Center will contribute to diversifying student populations in large medical residency programs in neurology, psychiatry, and pediatrics, as well as in graduate and undergraduate programs. The Center will help in supporting the education of and providing advance training to diverse students who will become the educators and clinical program directors of tomorrow.

Need

Criterion 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; 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.

The Center will work to satisfy the need for research in effective treatments and preventative interventions for those who suffer from cognitive problems associated with brain disorders. The Center could impact the lives of these individuals, particularly those in the

Chicago metropolitan area at large and the approximately 2,900 patients per year treated at the UIC clinics. Additionally, the scope of the research would potentially affect the large number of people across Illinois who suffer from mental illnesses. In addition to serious mental illnesses typically treated in psychiatry, a large number of those who suffer serious cognitive problems and from neurodevelopment disorders could benefit.

Since its informal beginnings, the Center has evolved into a successful translational research program bridging basic research and clinical practice at the University. It has competed for and received several National Institutes of Health and National Institutes of Mental Health grants, evidence of the need for research in cognitive disorders at the national level.

Mission and Objectives

Criterion 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.

Neuropsychiatric disorders comprise five of the ten greatest causes of functional disability across the world. Cognitive deficits associated with these disorders are the best established cause of this disability. The Center was designed to provide organization and interdepartmental cohesion for a diverse group of faculty interested in the causes, treatment, and prevention of disturbances in cognition over the life span. A primary aim is to integrate the efforts of basic neuroscience investigators working with animal models together with clinical investigators in this effort. This is thus a fundamentally translational program of clinical research. The mission is to achieve a better understanding of cognitive deficits in aging and a variety of brain disorders, and to develop and test new treatment strategies to improve the health of our population and to reduce personal and fiscal burdens of brain disorders on our society.

This goal will be accomplished through a series of coordinated efforts. Center faculty will develop new treatment models through scientific discovery; test the utility of new treatment approaches and new models of the pathophysiology of brain disorders in patient oriented research; develop new clinical tools for evaluating the impact of drugs on brain function and cognitive systems; foster scholarship for undergraduates, medical students, graduate students, resident physicians, post-residency and postdoctoral fellows, and junior faculty; and partner with the pharmaceutical industry to develop and evaluate novel treatment intervention strategies for disorders where available treatment options are often unsuccessful.

The research unit is designed to support and maintain each of the guiding principles of the University's mission. A central theme of that mission is to create knowledge that transforms our views of the world, and through sharing and application transforms the world. Through interdisciplinary and translational collaboration across basic and clinical neuroscience research programs, the Center will speed drug-discovery and the wide use of new diagnostic and treatment strategies and will share knowledge and transform medical care for Illinois citizens.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4): A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

Research space available to Center faculty through departmental structures is adequate at this time and the necessary laboratories are established and functional.

Faculty and Staff

Criterion 1050.30(a)(3): A) The academic preparation and experience of faculty and staff to 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.

The unit is structured as an interdisciplinary research program designed to facilitate the development of new knowledge about cognitive problems caused by brain disorders and normal aging. The Center is organized with three committees that serve to organize plans to achieve Center missions. Two operational committees are designed to enhance progress in two primary missions: research and education. Participation in clinical practice occurs through participation in the various activities of the home clinical departments. An external advisory committee will be established to monitor the academic progress of the Center and to provide advice on prioritization of scientific aims.

This structure aims to build linkages across neuroscience faculty without separating them from diverse home departments. This is crucial because in the field of neuroscience, faculty need linkage in their home department for professional development and methodological expertise as much as they need the collaboration of faculty in other departments to move forward in innovative ways. Thus, salaries for faculty and their clinical and research staff, laboratory costs and space, and other research expenses are planned to be supported by external grants and existing departmental budgets. Similarly, the primary academic home of the Center faculty will remain with their primary department, where salary, promotion, and tenure decisions will be made.

The Center for Cognitive Medicine's faculty serve as training faculty in several doctoral degree granting programs at UIC as well as in undergraduate teaching across several departments. Center faculty members play key roles in residency training and are active in interdisciplinary Ph.D. programs.

Fiscal Resources

Criterion 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.

The financial structure of the Center is supported through the home departments of the Center's faculty, including a separate state funding line that directly supports mental health research. Administrative assistance, salaries, laboratory equipment, and space are provided to Center investigators through existing mechanisms in their primary academic department. Research support for Center faculty comes primarily from external grant funds, and the Center model will facilitate the unit's ability to be even more successful in obtaining external support.

Staff Conclusion. The staff concludes that the proposed center meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30.

University of Illinois at Urbana-Champaign

Proposed Program Title: Bachelor of Liberal Arts and Sciences in African American Studies

Projected Enrollments: The University projects fall enrollments of 10 students in the first year, rising to 30 students by the fifth year.

Background

The proposal for a Bachelor of Liberal Arts and Sciences in African American Studies (BALAS in AAS) stems from continued and growing interest in the field over the past four decades. The Department of African American Studies, College of Liberal Arts and Sciences began in 1969 as the Academic Committee of the Committee on Afro-American Concerns. In 1974, it became the Afro-American Studies & Research Program and in 2004 acquired its current nomenclature. In 1979, the Department of African American Studies, College of Liberal Arts and Sciences established an undergraduate minor. With further growth, a graduate minor and a graduate concentration were established in 2006.

The student demand for this program of study is evidenced by the continued and dramatic growth and development of enrollment in African American Studies courses. In the fall of 2000, 524 students enrolled in such courses. By the fall of 2006, enrollment had more than doubled, to 1,255. Further, the success of two summer institutes for public school teachers indicates a desire for continuing education that addresses the challenges confronting those teaching primary and secondary education.

IBHE 2011.

The BALAS in African American Studies will address the following goals of *IBHE 2011-Strategic Plan for the Illinois Board of Higher Education*:

Goal 2 – Attainment: To improve educational attainment for all Illinois students through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas. This program is designed to serve undergraduate students primarily interested in the social sciences and humanities. This program prepares students for graduate study and research in traditional disciplines and interdisciplinary fields and for careers in

the private or public sectors such as teaching, social work, human resources, criminal justice, management and administration, city planning, marketing, policy-making, medicine, and law.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. This program and its faculty are sensitive to issues of recruitment and retention for African American and other underrepresented students. This program provides all students with a breadth and depth of knowledge and skills related to the black experience. However, its comparative component and emphasis on critical civic commitment and engagement makes it relevant to the past and future experiences of students across racial, ethnic, and class lines. Additionally, diversity is built into the program through active coordination with the UIUC Office of Minority Student Affairs, Bruce D. Nesbitt African American Cultural Center, La Casa Cultural Latina, Asian American Cultural Center, and Native American House.

Comparable Programs in Illinois

Five universities in Illinois offer a major in Black or African American Studies. Although several other Illinois institutions offer comparable programs of study, the Department of African American Studies, College of Liberal Arts and Sciences' proposal is distinctive in numerous ways. First, many of the other programs in Illinois are African Diaspora or World Black Studies programs that seek to achieve balance between the study of Africa, the United States, and the African Diaspora. In contrast, the Department of African American Studies, College of Liberal Arts and Sciences foregrounds the particularity and centrality of the African American experience. This lends the treatment of African-descended people concrete historical, social, economic, and cultural depth. Further, it serves to ground students' comparative and Diasporic studies and explorations in a more specific national context. Secondly, theory and methodology are integral elements of the proposed curriculum.

Mission and Objectives

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.

The proposed program is consistent with the University of Illinois at Urbana-Champaign's mission to enrich the lives of individuals and transform society through educating, creating new knowledge, and mobilizing innovative application of knowledge to address critical societal needs.

Rooted in the humanities, social sciences, and the arts, the central objective of the major in African American Studies is to provide students with a trans-disciplinary perspective on the origin, role, and policy implications of race in the United States and world political economy, society, and culture over time. Specifically, the African American Studies (AAS) major will study a critical contemporary and historical issue (race) and an important social group (African Americans and people of African descent). AAS students will emphasize learning diverse concepts, theories, and methodologies for analyzing the experiences and perspectives and the cultural and intellectual production of African Americans and African descended people, largely though not exclusively in the United States. An African American Studies major will be encouraged to achieve excellence in developing vital creative and critical competencies, including oral and written communication, computer, and statistical skills. Students majoring in AAS will also be encouraged to join a new generation of leadership grounded in African American Studies

knowledge and committed to public engagement to meet the continuing challenges of a diverse democratic society; and to foster national discourse to produce public policy aimed at achieving social justice.

Curriculum and Assessment

1050.30(b)(1) [applicable only to 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; 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.

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.

Admission Requirements

Applicants to the AAS program must meet the admission requirements for the University of Illinois at Urbana-Champaign and the College of Liberal Arts.

Curriculum

The major in AAS offers a comprehensive and interdisciplinary approach to understanding and studying the black experience in its varied dimensions. The curriculum emphasizes the centrality of race in the development of the United States and its continued significance for contemporary society. The AAS course of study accentuates the centrality of the African American experience. Theory and methodology are also integral elements of the curriculum. The proposed program's interdisciplinary course of study is organized into five broad thematic areas or areas of concentration: Comparative Racism, Racialized Communities and Identities, Cultural Production and Cultural Movements, Political Economy, Public Policy and Contemporary Issues, Global Interconnections: Black Transnationalisms and the African Diaspora, and Black Women and Gender Studies. The program requires 120 semester credit hours of coursework, including 30 hours of general education, 60 hours of major requirements, and 30 hours of electives or minor coursework. Courses consist of 12 hours of core coursework; this includes an introduction to the discipline, introductory theory and methods, and a capstone course. Six additional hours consist of one theory, and one methods course beyond the core. Eighteen hours of thematic coursework are required. Twelve hours of supporting coursework are required, as well as 12 hours of advanced AAS coursework (300 and 400 level).

Assessment of Student Learning Outcomes

The specific learning goals of the African American Studies undergraduate program include:

- Understanding the key theories, methodological approaches, and debates/controversies in the trans-discipline of African American Studies;
- Possessing declarative knowledge in each of the 5 areas of concentration;

- Demonstrating analytic skills, including the ability to interpret African American Studies research, to articulate and debate alternative positions, and to develop a coherent, informed position;
- Demonstrating basic research skills, including the ability to formulate and solve research problems;
- Demonstrating leadership and public engagement skills, including the ability to work effectively with community groups to address problems facing Blacks in the U.S. and abroad;
- Demonstrating effective written and verbal communication skills; and
- Demonstrating cultural competence, including awareness of own attitudes and beliefs around race and diversity, knowledge about key concepts in African American Studies and about race and diversity issues more generally, and skills or the ability to work effectively in and to provide culturally sensitive services to racially diverse populations.

A multiphase evaluation plan will be implemented to assess student learning and the effectiveness of the undergraduate program in achieving its goals.

Program Assessment

The African American Studies Program has created an evaluation and implementation committee. The purpose of the committee is to provide oversight of the AAS undergraduate degree and other program goals. The committee will meet regularly and hold an end-of-the year evaluation retreat in which the members will examine the systematic feedback we have received on the development and accomplishments of our majors and on progress toward achieving the program goals. The committee will identify successes and areas of concerns and will make recommendations to improve the implementation of the program goals.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

The Department of African American Studies, College of Liberal Arts and Sciences is housed in its own building on the Urbana campus. Faculty have separate offices and there is office space for staff, post doctoral fellows, and graduate students. Each office is equipped with computers connected to local printers. The facility contains fax and copy services accessible to all faculty, staff, post doctoral fellows, and teaching assistants. Department of African American Studies, College of Liberal Arts and Sciences also maintains its own instructional computer lab. This lab is available to students enrolled in Department of African American Studies, College of Liberal Arts and Sciences courses. A seminar room is also available for small classes and meetings. Larger courses meet in other campus buildings. No additional resources are necessary. The major will not require additional staff or significant outlays of additional monies. Nor will the proposed program require a change in class size, teaching loads, or faculty ratio.

Library

No impact on library, computer use, laboratory use, equipment, etc. is anticipated. UIUC has one of the strongest collections of African American materials, books, scholarly journals, microfilm, and online collections in the country.

Faculty and Staff

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.

The unit consists of nineteen faculty members with budgeted appointments constituting 11.25 FTE (including three at 100 percent, two at 75 percent, 12 at 50 percent and 1 at 25 percent), an Assistant Director/Teaching Associate and an Afro American Bibliographer whom, together, teach three courses annually. Additionally, the unit has almost 40 affiliates (zero-time appointments) distributed across seven colleges and schools. For more than a decade, through the Chancellor's Postdoctoral Program, it has hosted two postdoctoral fellows who teach one course each during their respective year-long appointment.

Department of African American Studies, College of Liberal Arts and Sciences core faculty are productive scholars and active participants in professional associations and most have received internal and or external grants, awards, fellowships, and other honors. Several faculty members are prominent in the trans-disciplines or related professional organizations and currently serve as editors/associate editors or editorial board members of several of the leading journals in Black Studies, racialized community studies, or multicultural education.

Fiscal and Personnel Resources

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.

The proposed program is an extension of current undergraduate and graduate programs housed in the Department of African American Studies, College of Liberal Arts and Sciences. No additional state resources will be needed to offer this program.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

The University of Illinois is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. No programmatic accreditation is available. No licensure is required.

Need

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; 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.

The degree is intended to serve as a foundation for a broad range of programs so the need is not specific to any particular field or occupation. The AAS degree would provide students the critical thinking and communication skills necessary in many professions and a knowledge set applicable to many fields.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about the University of Illinois at Urbana-Champaign's Bachelor of Liberal Arts and Sciences in African American Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies, will be published on the University's website. Comparable information will be published in hard copy in the University's undergraduate catalog. Similar information will be available from the University upon request.

Staff Conclusion. The staff concludes that the Bachelor of Liberal Arts and Sciences in African American Studies program proposed by University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Western Illinois University

Proposed Program Title: Master of Arts in Museum Studies

Projected Enrollments: The University projects fall enrollments of 15 students in the first year, rising to 18 students by the fifth year.

Background

Western Illinois University (WIU) requests authority to establish an interdisciplinary Master of Arts in Museum Studies to be offered in WIU's home regions. The initial offering will be in cooperation with the Quad Cities Graduate Studies Center. The intent of the program is to provide graduates with solid training that includes such aspects of museum work as administration, collection management, exhibition development, community developments, tourism and fundraising, and documentation, presentation, and preservation of museum artifacts.

The University plans to establish the program to serve the needs of a host of communities in the 25 Western Illinois counties with emphasis on the Quad Cities area. The museum entities in the region will benefit from the program through collaboration and through employing the program's graduates. Incumbent museum personnel in the region will benefit from the program by taking the program's courses and participating in its workshops. The Master of Arts in Museum Studies will be the only program of its kind in Illinois that ties together the areas of art and recreation and parks and tourism administration. Similar existing programs in the state place greater emphasis on such areas as natural history, historic preservation, science and industry, and the administration of zoos, aquariums, and botanical gardens. Furthermore, the proposed program will be a full graduate degree program, as opposed to a specialization under another degree program.

IBHE 2011 Strategic Plan

The proposed M.A. in Museum Studies will address the following goals of *IBHE 2011: A Strategic Plan for the Illinois Board of Higher Education*:

Goal 1—Affordability: To ensure that college is affordable for all Illinoisans, particularly low-income students. The University's tuition is among the lowest for Illinois public universities.

Goal 2 – Attainment: To improve educational attainment for all Illinois students through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas. The proposed program will be available to qualified traditional and non-traditional students in the region. Availability of online courses will accommodate the needs of students who may not be able to take courses in traditional classrooms.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. By meeting the needs of non-traditional students, the program will increase the number of underrepresented students who will earn the master degree by establishing linkages with undergraduates in African American Studies and Latino Studies, and it will recruit prospective students with diverse backgrounds.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. To maximize efficiency, the program will use appropriate existing courses offered by other graduate programs through collaboration with such colleges and departments such as Fine Arts, Communication, Education, and Parks and Tourism Administration.

Comparable Programs in Illinois

Currently, only one graduate degree program related to museum studies is offered in the state – a Master of Science in Historic Preservation at the School of the Art Institute of Chicago. However, the Art Institute program does not resemble the proposed program to any significant extent.

Mission and Objectives

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.

The goals and objectives of the M.A. in Museum Studies are consistent with Western Illinois University’s overall mission and its “focused” mission to pursue statewide goals and priorities. The University’s focused mission includes:

- Supporting a comprehensive general education curriculum and emphasizing baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;
- Supporting selected graduate programs with high demand at the Master’s level;
- Sustaining a campus environment in which instructional, research, and service activities meet the needs of a diverse student body and workforce; and
- Serving the educational and cultural needs of west-central Illinois and providing off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Studies Center.

Specific objectives of the proposed program are to provide: (a) extensive and significant knowledge and training in various aspects of museum work to include administration, collection management, tourism, and fundraising, (b) in-depth understanding of approaches to the documentation, interpretation, presentation, and preservation of curated materials in museums, (c) practical training relevant to a professional career in the museum galleries sector, and (d) training in how to organize events, build volunteer organizations, and raise money from community and external sources.

Graduates will be expected to demonstrate:

- An understanding and appreciation of the purpose, function, and history of museums and their roles in society;
- An understanding of museum history, theory, and practice;
- An understanding and appreciation of museum exhibition, including planning, construction, and installation and application of new technology;
- An understanding of the basic theories, methodologies, and current issues in the discipline, including archives management;

- An understanding of museum learning, the use of new technologies in museum education, and the development of public programs and their evaluation; and
- An understanding of the principles and practices associated with fundraising and the utilization of volunteers in public and private nonprofit service organizations.

Curriculum and Assessment

1050.30(b)(1) [applicable only to 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; 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.

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.

Admission Requirements

To be admitted to the M.A. in Museum Studies, an applicant must:

- Have earned a bachelor's degree from an accredited college or university with a Grade Point Average of 3.0/4.0.
- Have submitted three letters of recommendation, a current personal resume, and an essay, professional in appearance and content, explaining his or her academic goals in the program and how immediate and long-term career plans will be met by the program.
- Foreign students must prove minimum scores of 600 (paper based), 250 (computer based), or 100 (Internet based) on the Test of English as a Foreign Language (TOEFL) examination.
- GRE scores will be considered for applicants who are not highly qualified based on the criteria above.

Preferences will be given to applicants who have a strong background in one or more of the following: art or art history, recreation, parks and tourism administration, anthropology, or history.

Curriculum

The curriculum of the proposed program consists of 34 semester hours distributed among the following groups: 22 hours of required core courses, 12 hours of electives, five workshops, a portfolio, and ten-weeks of internships and a related project. The seven required core courses include: Introduction to Museums: Purpose, Function and History, Museum Administration, Museum Exhibition, Collections Management Legal and Ethical Issues, Introduction to Museum Education, Fund-Raising and Volunteerism in Leisure Services, and Internship and Special Project. Each student must also complete two additional courses about workshops in museum studies, and a graduate portfolio.

During the ten-week internship, each student will undertake and complete a special project approved by the host museum and the program's director and the student will be required to report periodically to the program director. In addition to the internship, students will use the \$47 million Figge Art Museum located in the Quad Cities as a laboratory to gain on-site experiences, learn specific tools to solve administrative, programmatic, and technological challenges, and interact with a wide network of museum professionals. Leaders of the museum hold advanced degrees in the discipline.

The proposed program is the result of a collaborative effort involving the deans of the colleges of Fine Arts and Communication, Education and Human Services, a number of academic departments and top campus administrators at the University as well as representatives of the Figge Art Museum. The program's Advisory Board worked with the program consultant, Dr. Pat Villeneuve, Coordinator of Graduate Studies and a faculty member of Florida State University's program in museum studies to develop the proposal.

Assessment of Student Learning Outcomes

Consistent with Western Illinois University's program assessment policy, the program's faculty will develop and implement an assessment plan of student learning that is annually reviewed by the department, the College of Arts and Sciences, and the Assistant Provost. To achieve the assessment goals, the faculty of the M.A. in Museum Studies will assess student learning by using such measures as written evaluations of interns and internship directors, student evaluations of instruction, employer and alumni feedback based on survey results, evaluations of curated exhibits by supervisors, and performance on major papers and examinations from courses completed or attempted. Other elements of the program assessment include percent of graduates employed in the field, career advancement of program graduates, retention, graduation rates, and time to degree completion, analysis of student grades, and the quality of the student final reports based on the assessment of each report evaluation committee. Individually or in combination, these measures are designed to evaluate student mastery of important skills and knowledge in the discipline. The findings will be used to improve the program.

Program Assessment

Each course offered in the program will be evaluated by students at the end of the semester. The results of these evaluations will be part of the program's assessment tools. Graduates of the program and their employers will be surveyed periodically and the outcomes will be used to improve the program. Each college and the University require an annual assessment of all academic majors. The assessment of this program will focus on student satisfaction with the program, relevance and currency of courses offered and trends in museum studies, as well as plans for program improvement. To assist degree programs and academic departments, the University routinely provides all academic departments with program data, including data on student retention, grade analyses, graduation rates, and time to degree completion. As required by the University, faculty members in each department are evaluated regularly and the outcomes are to indicate need for faculty development and in promotion, compensation, and tenure decisions.

Consistent with IBHE policy, the University will submit a progress report in the third year of implementation. The M.A. in Museum Studies will participate in the University's eight-year program review cycle. A summary of the review will be included with summaries of other programs reviewed in the same cycle and reported to the IBHE. The review summary for this

program will highlight the program's strengths and weaknesses and recommendations for improvement.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the 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.

The Quad Cities Graduate Studies Center has sufficient resources to support the program, including classrooms and offices, such equipment as computers and other instructional technologies, and appropriate support staff. When beginning the program, each student will pay a Museum Studies Membership fee to the Figge Art Museum, which will support access to the museum.

Library

The curriculum of the proposed program will be supported by a number of vital library materials including: (a) the Department of Art's collection of 14,002 books, 75,000 slides, 297 periodicals, and 147 videos and films, (b) the permanent collection in the University Art Gallery, and (c) the Figge Art Museum's collection of more than 3,000 materials comprising seven distinctive areas such as the American Collection of the Colonial through 1945 periods, the Midwest Regionalist Collection, the Mexican Colonial Collection of the 17th and 18th New Spain, and the Haitian Collection since the 1940s. Additionally, the Department of Recreation, Parks and Tourism Administration has numerous research materials which include major journals such as *International Journal of Volunteer Administration*, *Journals of Leisure Research*, *Therapeutic Recreation Journal*, *Tourism Analysis*, *Tourism Recreation Journal*, and *Tourism Review International*.

In addition, Western Illinois University subscribes to *IShare Online*, a computerized catalog and circulation system that provides immediate online access to the collections of the University and 56 other academic research libraries throughout Illinois. If needed, additional materials will be acquired to support the program.

Technology and Instructional Resources

Distance education resources at the University are sufficient to support the proposed program. Western Illinois University is equipped with instructional technology and the requisite faculty expertise to support this program.

Faculty and Staff

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.

Seven faculty members from the University's collaborating colleges and departments will be responsible for the proposed program. In addition, the department will hire a new assistant or associate professor who will be the director of the program, an adjunct faculty member, and two or three graduate assistants. The director and the curator of the Figgie Art Museum are among the seven faculty members identified. Support will also be provided by other staff of the Figgie Art Museum. The director of the program will report to the Dean of the College of Arts and Communication.

Fiscal and Personnel Resources

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.

The proposal for the M.A. in Museum Studies indicates that no new state resources are needed to establish the program. Approximately \$95,962 will support the program through reallocation of existing resources beginning in the first budget year. The strong relationship that Western Illinois University has with Figgie Art Museum will strengthen the museum's support for the program. The museum opened in 1925 with a gift of 334 European and Mexican colonial paintings. Today the collections have grown to over 3,500 items, including paintings, sculpture, and works on paper from the 16th century to the present. In 2003 the museum launched its next phase of growth in the heart of downtown Davenport in a 100,000 square. foot facility. The addition will be an added benefit to the program's quality.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

There is no specialized accreditation for museum studies. However, Western Illinois University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Need

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; 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.

The Bureau of Labor Statistics' *Occupational Outlook Handbook* indicates museum-related "jobs are expected to grow as public and private organizations emphasize establishing archives and organizing records and information and as public interest in science, art, history, and technology increases. ... The long-term trend has been a rise in attendance, and this trend is expected to continue. There is healthy public and private support for museums, which will generate demand for archivists, curators, and museum technicians."

The *Directory of Illinois Museums* lists over 186 museums in the 25 counties that make up western Illinois, the University's service region. Some of the museums are interested in hiring graduates of the proposed program. Furthermore, a survey conducted by the University suggests sufficient interest in the proposed program.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Western Illinois University's Master of Arts in Museum Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information may be available from the College of Art and Communication upon request.

Staff Conclusion. The staff concludes that the Master of Arts in Museum Studies program proposed by Western Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Governors State University Authorization to Grant the Master of Public Administration in the Fox Valley and Chicago Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago Authorization to Grant the Bachelor of Business Administration, Master of Science in Patient Safety Leadership in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago Authorization to operate the Center for Cognitive Medicine in the Prairie Region subject to the institution's maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign Authorization to Grant the Bachelor of Liberal Arts and Sciences in African American Studies in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Western Illinois University, Authorization to Grant the Master of Arts in Museum Studies in the Western Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

