

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

Submitted for: Action.

Summary: This item requests approval of six degree programs and two centers at six public universities.

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

Eastern Illinois University

- Bachelor of Arts in General Studies (out-of-region authority)
- Master of Science in Family and Consumer Sciences (out-of-region authority)

Northern Illinois University

- Master of Arts in Teaching (out-of-region authority)

Southern Illinois University-Carbondale

- Master of Science in Mathematics & Science Education

University of Illinois at Chicago

- Center for Literacy

University of Illinois at Urbana-Champaign

- Institute of Natural Resource Sustainability

Western Illinois University

- Bachelor of Science in Nursing
- Bachelor of Science in Engineering

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.

Eastern Illinois University

Proposed Program Title: Bachelor of Arts in General Studies in the Chicago, North Suburban, West Suburban, South Metro, Central, and Southwestern regions

Projected Enrollments: Eastern Illinois University has projected that each of the six proposed off-campus programs will enroll between 20 to 50 students per year. The program will be offered only when there is sufficient student demand at any of the locations.

Background. Eastern Illinois University (EIU) requests authority to offer and grant the Bachelor of Arts (B.A.) in General Studies at the six higher education regions listed above to place-bound working adults. The same program is successfully offered on campus and enrolled 496 students in fall 2007. The program is designed to meet the educational goals of adults who are 25 years or older and is offered in a flexible format and structure compatible with the students' work and family responsibilities. It will be delivered through weekend and evening classes using appropriate technology that combine traditional and nontraditional instructional modalities. The program is the undergraduate program most frequently requested through the Illinois Virtual Campus network. To test student demand for the program in the six regions, the University successfully piloted several courses in the program. The goals of the program are compatible with the University's mission and priorities.

IBHE 2011 Strategic Plan

The proposed B.A. in General 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 B.A. in General Studies offers the University's tuition rates, among the lowest public university rates in the state, to students who are place-bound and therefore have limited access to traditional programs.

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. Collaboration between the program faculty and the out-of-region sites that invite the University, as well as community colleges in the regions, will be an essential component. Offering degree completion programs to place-bound students is a priority identified by the Illinois Board of Higher Education.

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 complete the program regardless of race, age, and gender. Some of the communities to be served by the program, such as the South Metro Region and the Southwestern Region, have large populations of minorities and other underrepresented groups.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. To maximize efficiency, the program will use some of the existing resources for the same program currently offered on campus, including faculty, program courses, and instructional resources, and collaboration with other units at EIU such as the School of Continuing Education, which serves nontraditional students.

Comparable Programs in Illinois

Four other public universities (Chicago State University, Governors State University, Northeastern Illinois University, and Western Illinois University) currently offer similar bachelor's degree programs in General Studies. These programs were originally developed as the Board of Governors Degree program and continue to be a coordinated effort under the LEAD Consortium, a voluntary association of these five universities. Given enrollments higher than 450 at each institution in fall 2007 and the requests for EIU to offer the program in other regions in the state, it is clear that student demand for the program will continue to be high.

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 B.A. in General Studies is designed for place-bound working adults. The program combines sound academic principles with advances in technology and distance education to facilitate degree completion. At the completion of the program, graduates are expected to know and apply critical thinking skills to solve problems, demonstrate oral and written communication skills, be capable of making coherent and persuasive presentations on a variety of subjects, use common and popular learning technologies effectively, and be able to identify and apply conceptual knowledge gained from experiential learning. The goals of the program are compatible with EIU's mission and priorities.

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 proposed program an applicant must have earned a high school diploma or the GED and be mature and independent or demonstrate adult responsibilities (generally indicated by the age of the applicant). Preference will be given to applicants who have completed some college credits prior to submitting their applications. Admission is granted only by the director of the program.

Curriculum

The curriculum for the Bachelor of Arts in General Studies consists of a minimum 120 semester hours grouped into 40 hours at the junior and senior levels, 12 hours each in mathematics and/or natural sciences, social sciences, and humanities, six hours in communication and language, and 38 hours in general and major electives. Although the general education requirements are uniform, each student's major requirements are individualized and subject to approval by the program director. The individualized curriculum takes into account the student's personal and professional interests and experiences. In addition, each student must complete the Adult in Transition course, demonstrate writing competency, meet all University general education requirements, and maintain a minimum 2.0/4.0 cumulative grade point average. The degree requirements for the proposed out-of-region offerings are the same as those for the program currently offered on campus. All other quality control measures for the program are also the same or functionally equivalent to the measures for the program offered on campus.

Assessment of Student Learning Outcomes

Assessment of student learning in the B.A. in General Studies program will take the form of classroom activities designed to improve and measure critical thinking and problem solving, as well as oral and written communication. Additionally, students in the program must complete the Watson-Glazer Critical Thinking Examination and Speaking Skills Assessment, both administered in the senior year. Each student must submit a writing sample to the University's Electronic Writing Portfolio for evaluation. Other assessment measures include an examination of each student's grades at the end of each term, retention and degree completion rates, student course evaluations at the end of each semester, and surveys of the program's alumni and employers of graduates. These are the same measures used in the existing program offered on campus.

Program Assessment

The proposed degree program will be reviewed in accordance with Illinois Board of Higher Education (IBHE) requirements at the end of the third year. A summary of the third year assessment will be submitted through the Provost's Office and will identify accomplishments and challenges to be addressed. Consistent with IBHE program review policies, the program will also participate in Eastern Illinois University's annual program review process on an eight-year cycle. Typically, the program review process addresses many assessment topics, including survey of alumni and employers of graduates, retention and rates of degree completion, and the professional advancement of graduates. A summary of the program review will be submitted to the IBHE staff with summaries of other programs reviewed in the same cycle. The summary of the program's review will document the program's strengths and weaknesses and measures that will be taken to address any identified weaknesses.

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.

Sufficient essential facilities such as classrooms, technology rooms, and offices will be available to support the program at partnering community colleges and K-12 school districts located in the six higher education regions identified above.

Library

The curriculum for the proposed program is the same as the curriculum of the same program currently offered at the University's campus. Library resources for the program, including textbooks, text and electronic journals, and instructional materials will be the same as those used by the existing program. Students enrolled in the out-of-region program will have access to the same resources with assistance of EIU's online resources and the Internet. Each student will have access to the University's library resources and the Illinois State Library System, which consists of 71 academic libraries statewide, as well as other libraries in the state.

Technology and Instructional Resources

The proposed program will be offered online and via distance education. As such, the program requires technology-enhanced classrooms equipped with computers, Internet access, and LCD projectors at each instructional location.

The University makes technology and technology training available to its off-campus students to ensure that they can use the technology effectively. The services include online tutorials through the University's Center for Academic and Technology Support, Citrix Server package that enhances the application and data access over networks and the Internet, and a 24-hour ITS Helpline. In addition to online student support services, EIU will provide additional needed services at the local communities closer to where students live.

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 University has indicated sufficient qualified faculty responsible for the proposed program for each site where approximately four courses will be offered by four or more faculty per semester. Some faculty currently teaching courses in the same program on campus may also teach at the proposed out-of-region locations. Additional qualified faculty will be added as needed.

Eastern Illinois University will ensure that its faculty and staff are appropriately prepared and credentialed to serve the proposed program by using only those faculty approved by their pertinent academic departments based on its requirement for hiring, promotion, and tenure within the context of EIU requirements.

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.

No new state resources are needed to establish the program. The program will be self-supporting based on tuition and fees. Facilities at the out-of-region sites will either be donated by the local community colleges or rented from the colleges.

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 programs in general studies. However, EIU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This accreditation covers all degree programs offered by EIU.

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.

At one time, the United States led all countries in the proportion of its citizens who held a baccalaureate degree. Its standing has dropped to 18th. According to the 2000 Census, approximately 20 percent of Illinois residents have some college education but lack a degree. This statistic suggests strong demand for baccalaureate completion programs such as the B.A. in General Studies. The University estimates enrollments in each of the six regions will vary from 20 to 50 students per year. Student interest in the program in the regions has been demonstrated by students who have enrolled in the pilot program courses.

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 Eastern Illinois University's Bachelor of Arts in General Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as EIU policies, will be published on the University's website. Comparable information about the program will be published in hard copy in EIU's Undergraduate Catalog. Similar information may be available from the College of Continuing Education.

Staff Conclusion. The staff concludes that the Bachelor of Arts in General Studies program proposed by Eastern 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.

Proposed Program Title: Master of Science in Family and Consumer Sciences in the North Suburban Region

Projected Enrollments. Eastern Illinois University has projected that between 14 and 27 students will enroll in the first cohort of students. The program may be offered to additional cohorts depending on student demand and the need expressed by school districts in the northwestern suburbs of Chicago.

Background. Eastern Illinois University (EIU) requests out-of-region authority to offer and grant the Master of Science (M.S.) in Family and Consumer Sciences in the North Suburban Region. The same program is currently offered by the University at its Charleston campus. A baccalaureate program in the same field is also offered by the University. In fall 2007, 81 students were enrolled in the master's program while 517 students were enrolled in the bachelor's program. In September 2007, a consortium of school districts in the northwestern suburbs of Chicago asked EIU to offer the proposed program to a cohort of teachers to address the region's need for continuing and advanced education in family and consumer sciences for place-bound practicing professionals. The program is to be offered online and through distance education on weekends and evenings. The goals of the program are compatible with EIU's mission and priorities.

IBHE 2011 Strategic Plan

The proposed M.S. in Family and Consumer Sciences 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 local school districts that have invited Eastern Illinois University to offer the M.S. in Family and Consumer Sciences in the region will pay the tuition and fees on behalf of their employees.

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. Collaboration between the program faculty and the local school districts in the northwestern suburbs of Chicago will be an essential component of this program because Eastern Illinois University was invited to offer the program to meet the local needs. Furthermore, the costs of offering the program will be met by local school districts. The targeted population intended to enroll in the program are in-service teachers. Offering degree completion programs to place-bound students is a priority identified by the Illinois Board of Higher Education.

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 with access to such a program regardless of race, age, and gender.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. To maximize efficiency, the program will use some of the existing resources of the same program currently offered on campus, including faculty, program courses, and instructional resources, and collaboration with other units at the University offering courses for the program.

Comparable Programs in Illinois

Currently, only three public universities (Eastern Illinois University, Illinois State University, and Northern Illinois University) offer the M.S. in Family and Consumer Sciences in the state. Demand from school districts suggests the current capacity is insufficient to meet the need in several regions. If the need for the program increases, other school districts in the state may request the program be offered in their regions.

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 M.S. in Family and Consumer Sciences is designed to serve practicing teachers of family and consumer sciences. The proposed out-of-region program has been developed to specifically address the needs of in-service teachers in school districts in the northwestern suburbs of Chicago where no similar program is currently offered. The program will be offered on weekends and in the evening to accommodate the students' schedules. It will be offered in online and distance education formats. The goals and objectives of the program are compatible with the mission of EIU and Illinois Board of Higher Education's (IBHE) priorities regarding the provision of degree completion programs to place-bound students.

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 M.S. in Family and Consumer Sciences must hold a baccalaureate degree from a regionally accredited four-year college or university with a minimum GPA of 2.75/4.00, possess a current teacher certification in family and consumer sciences, successfully complete graduate courses in Lifespan Human Development, Nutrition in a Global Society, and Consumer Education prior to full admission to the program, and meet all Graduate School admission requirements.

Curriculum

Candidates for the M.S. in Family and Consumer Sciences must complete 30 semester hours and a thesis option or 32 semester hours with no thesis option. Candidates must complete three required core courses in Issues and Trends in Family and Consumer Sciences, Research Methods in Family and Consumer Sciences, and Evaluation in Family and Consumer Sciences. The remaining 21 to 23 hours of electives will be selected with the approval of the student's academic advisor. A student who selects the non-thesis option may complete a supervised graduate internship or a directed graduate independent study on an approved subject, and complete a Certification for Comprehensive Knowledge. The curriculum for the program is the same as the curriculum for the program currently offered on campus.

Assessment of Student Learning Outcomes

Eastern Illinois University has developed and implemented a comprehensive assessment program for evaluating student learning outcomes for the existing M.S. in Family and Consumer Sciences. The same assessment tools will be used to evaluate student learning outcomes in the proposed program. The assessment tools will examine and rate many components of the M.S. in Family and Consumer Sciences, including student performance in tests and examination in the program, the quality of theses and supervised internships completed by graduates of the program, the quality of oral and written communication of students in the program, retention and degree completion of students in the program, and the results of student course evaluations. Any serious limitation of the program will be addressed to strengthen the program.

Program Assessment

The proposed degree program will be reviewed in accordance with IBHE requirements at the end of the third year. A summary of the third year assessment will be submitted through the Provost's Office and will identify accomplishments and challenges to be addressed. Consistent with IBHE program review policies, the program will also participate in Eastern Illinois University's annual program review process on an eight-year cycle. Typically, the program review process addresses many assessment topics, including survey of alumni and employers of graduates, retention and rates of degree completion, and the professional advancement of graduates. A summary of the program review will be submitted to the IBHE staff with summaries of other programs reviewed in the same cycle. The summary of the program's review will document the program's strengths and weaknesses and measures that will be taken to address any identified weaknesses.

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 curriculum for the proposed program is the same as the curriculum of the on-campus M.S. in Family and Consumer Sciences. Library resources for the program, including text books, text and electronic journals, and instructional materials will be the same as those used for the existing program. Students enrolled in the off-campus program will have access to the same resources with assistance of EIU's online resources and the Internet. Each student will have access to EIU's library resources and the Illinois State Library System, which consists of 71 academic libraries statewide, as well as other libraries across the state.

Technology and Instructional Resources

The proposed program will be offered online and via distance education. As such, the program requires technology-enhanced classrooms equipped with computers, Internet access, and

an LCD projector. Students will have access to Eastern Illinois University's textiles and sewing laboratories during required campus visits.

The University makes technology and technology training available to its out-of-region students to ensure they can use the technology effectively. The services include online tutorials through the University's Center for Academic and Technology Support, a Citrix Server package that enhances the application and data access over networks and the Internet, and a 24-hour IT Helpline. In addition to online student support services, the University will provide additional needed services in the local communities.

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 University has indicated sufficient qualified faculty responsible for the proposed program. Some faculty currently teaching on-campus may also teach at the proposed sites. Eastern Illinois University will ensure that its faculty and staff are appropriately prepared and credentialed to serve the proposed program by using only those faculty approved by their pertinent academic departments based on their requirements for hiring, promotion, and tenure within the context of Graduate School requirements. To be eligible to teach graduate courses at the proposed sites, each faculty of the program must possess a terminal degree in the discipline, hold graduate faculty status from the Graduate School, and have documented success in research, teaching, and public service.

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.

No new state resources are requested to establish the M.S. in Family and Consumer Sciences for delivery in the proposed regions. The program will be funded in part by the Northwest Suburban Education to Careers Partnership, student tuition, and reimbursements of student expenses by local school districts. Additional funding needs will be met by the internal reallocation of EIU funds.

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 programs in family and consumer sciences. However, Eastern Illinois University's accreditation by the National Council for Accreditation of Teacher Education covers all teacher education programs offered by the University. Additionally, EIU 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.

This proposal is developed in direct response to a request from the Northwest Suburban Education to Careers Partnership, a partnership of school districts in the area, that EIU offer the program to at least one cohort of practicing teachers of family and consumer sciences. In addition to the Eastern Illinois University, only Illinois State University and Northern Illinois University offer similar programs in the state. As a result, the need for graduates of the program by school districts exceeds current supply. It is estimated that as many as 27 students may enroll when the program is first offered in the region. Depending on availability of funding and the need of school districts in the area, additional cohorts may be enrolled when the first cohort completes the 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 Eastern Illinois University's Master of Science in Family and Consumer Sciences, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as EIU and graduate school policies, will be published on the University's website. Comparable information about the program will be published in hard copy in EIU's Graduate Catalog. Similar information may be available from the College of Education upon request.

Staff Conclusion. The staff concludes that the Master of Science in Family and Consumer Sciences program proposed by Eastern 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.

Northern Illinois University

Proposed Program Title: Master of Arts in Teaching in the North Suburban, West Suburban, and Chicago Regions

Projected Enrollments: The University has projected initial enrollments of 30 part-time students, rising to 57 part-time students by the fifth year.

Background. Northern Illinois University (NIU) requests authority to offer and grant the Master of Arts in Teaching to part-time, place-bound students in the North Suburban, West Suburban, and Chicago regions to meet the growing need for elementary school teachers in the Chicago area as documented in the Illinois State Board of Education's 2005 publication *Educator Supply and Demand in Illinois Report*. The proposed Master of Arts in Teaching (M.A.T.) is designed for students seeking initial teaching certification at the master's degree level with a specialization in elementary education. Northern Illinois University currently offers 27 Master's degrees in education, including majors in curriculum and instruction, business education, instructional technology, educational administration, elementary education, special education, and counseling. The proposed program will support and be supported by these existing programs.

IBHE 2011

The proposed M.A.T. 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. Competitive grant funds from the Illinois State Board of Education will pay the tuition of students admitted to the program, making the program affordable to students regardless of family income. The grant funds and reallocated resources by NIU will also pay for most of the cost of the program, including personnel, instructional equipment, and library materials.

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 program will involve collaboration among NIU, the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), and local school districts to address local and state needs.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. The program will address the need for access and diversity by recruiting students from diverse backgrounds, including a diversity of race, gender and age.

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 Master's degree programs in teaching at NIU, will utilize qualified faculty in addition to new adjunct faculty, will use library, instructional, and online resources available at NIU, and will reallocated resources in addition to the awarded federal grant funds.

Comparable Programs in Illinois

Currently, 17 Master's degree programs in elementary education are offered by five public universities and 12 independent institutions in the state. As documented by the State Board of Education's report in 2005 and the Bureau of Labor Statistics' *Occupational Outlook Handbook* for 2008-2009, the demand for elementary school teachers exceeds the supply and the shortage will increase in the future as more in-service teachers retire.

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 Master of Arts in Teaching are to prepare new teachers with master degrees. Graduates of the program will be qualified to exhibit competencies in assessment, diversity and special needs, human learning and development, and pedagogy in their content areas at a higher level, demonstrate attainment of the knowledge, skills, and dispositions related to the teaching of elementary school pupils, apply research-based findings to teaching and learning practices, and display content knowledge and leadership skills in teaching elementary students. Northern Illinois University currently offers the same degree program on its DeKalb campus. The goals of the proposed program are consistent with the mission of Northern Illinois University and the mission of the University's College of Education.

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 program an applicant must meet the Graduate School requirements, have a minimum undergraduate grade point average of 2.75/4.0, submit two letters of recommendation, submit an essay describing personal and professional goals, and submit satisfactory Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores. In addition, the applicant must pass the Illinois Certification Testing Systems' Test of Basic Skills.

Retention in the program will be based on each student maintaining a minimum 3.0/4.0 cumulative GPA. Admission requirements for this program are the same as the requirements for the program offered on campus.

Curriculum

The curriculum of the proposed program consists of 42 semester hours. The curriculum encompasses many courses for teaching in elementary education, including Teaching Science in the Elementary School, Contemporary Language Arts, Exploring Children's Literature, Psychology of Education in the Elementary and Middle School Years, Improvement in Reading in Elementary School, Classroom Management, Technology and Assessment for Elementary Education, Systems for Integrating the Exceptional Student in the Regular Classroom, Multicultural Education: Methods and Materials, Methods of Instruction in Mathematics Curriculum for Elementary School, Internship, and Seminar in Elementary School Internship.

The curriculum will focus on a variety of teaching and learning strategies, including projects, field experiences, case studies to ensure that graduates are capable of developing lesson and unit plans, and evaluating instructional methods and materials, including educational software, and instructional technology and strategies.

Assessment of Student Learning Outcomes

Assessment of student learning in the M.A.T. will be consistent with NIU's policies and practices on the assessment of student learning. Student learning in the program will be assessed by the program faculty to determine the level of each student's knowledge and competence in a number of critical content areas, including content knowledge and competencies, experiences with diversity, ability to plan and implement teaching and learning experiences, effect on student learning, internship and clinical experiences in elementary school teaching, knowledge and application of appropriate instructional technology in the field, and professional dispositions. In addition, each student will be assessed using course performance measures such as performance on tests and examinations, written documentation, oral presentation, and teaching elementary students. Evaluation of each student's performance in courses related to the practicum and internship will document the student's attainment of core competencies, content knowledge, teaching skills, and reflection on professional dispositions.

Program Assessment

The degree program will be assessed in accordance with IBHE requirements at the end of the third year. A summary of the third year assessment will be submitted through the Provost's Office and it will identify accomplishments and challenges to be addressed. Consistent with IBHE program review policies, the program will also participate in NIU's annual program review process. Typically, the program review process addresses many assessment topics, including survey of alumni and employers of graduates, retention and rates of degree completion, attainment of the elementary teacher certification, and whether or not the program met the requirements of the National Council for Accreditation of Teacher Education. A summary of the program review will be submitted to the IBHE staff with summaries of other programs reviewed in the same cycle. The summary of the program's reviews will document the program's strengths and weaknesses and measures that will be taken to address the weaknesses identified.

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

Northern Illinois University's Founders Memorial Library will provide adequate resources to support the M.A. in Teaching, including approximately 21 academic journals appropriate for teaching in elementary schools. Since NIU offers this program on its DeKalb campus, all necessary library resources are available.

Technology and Instructional Resources

Northern Illinois University maintains up-to-date and sufficient Internet-based instructional resources that will support the delivery of the program. These resources include Blackboard used for instruction and faculty and instructional development, as well as WebBoard, LiveText, the Writing Center, the Counseling Center, and a center to support students with disabilities.

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.

Courses in the Master of Arts in Teaching will be taught by a combination of regular and temporary faculty members. Regular faculty will have primary responsibilities for the program and will consist of tenured and tenure-track faculty with doctoral degrees in their relevant disciplines.

All faculty teaching in graduate programs must be members of the graduate faculty or approved by the Graduate School. A review of the status of graduate faculty is conducted regularly in conjunction with the University's program review process. Northern Illinois University's Constitution and Bylaws mandate an annual evaluation of all tenured and tenure-track faculty. The evaluation is conducted through a peer-review process and an administrative review of work in pertinent areas, including teaching, scholarly and creative activities, and public

service. Student evaluations of teaching effectiveness are administered at the end of each course, and the results are used as one measure of teaching effectiveness in the annual review of and the promotion and tenure decisions for regular faculty. The evaluation results are also considered in making decisions about the rehiring of temporary 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.

No new state resources have been requested to establish the Master of Arts in Teaching. The program will be funded by a combination of external funds from the federal government via the Illinois State Board of Education and internal reallocations of existing NIU resources.

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.

Northern Illinois University's teacher education programs are accredited by the National Council for Accreditation of Teacher Education. The proposed program is designed to meet accreditation requirements. The University's accreditation by the Higher Learning Commission covers all degree programs offered by NIU.

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.

According to the Bureau of Labor Statistics' *Occupational Outlook Handbook* for 2008-2009, employment of school teachers in the nation is expected to grow by 12 percent between 2006 and 2016 and create an additional 479,000 teacher vacancies due to job openings created by a significant number of retiring teachers. The Illinois Department of Employment Security has projected that the increase in the need for school teachers will be approximately 38,000, or 20 percent, through 2014. The Illinois State Board of Education has also projected that by 2009 over 14,000 self-contained elementary school teachers will be needed. As a result of the growing need, the State Board of Education is funding this program through a federal grant program established under No Child Left Behind.

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

Staff Conclusion. The staff concludes that the Master of Arts in Teaching program proposed by Northern 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.

Southern Illinois University-Carbondale

Proposed Program Title: Master of Science in Mathematics & Science Education in the Southern Higher Education Region and the University Center of Lake County

Projected Enrollments: The University projects enrollments of approximately 25 students annually in the first five years.

Background. Southern Illinois University-Carbondale (SIUC) requests authority to offer the Master of Science (M.S.) in Mathematics & Science Education for in-service teachers in the field of mathematics and science education in southern Illinois. The program will also be offered at the University Center of Lake County, where SIUC offers six degree completion programs. The University currently offers eight Master's of Education degrees in such fields as curriculum and instruction, special education, educational administration, health education, and teaching English to speakers of other languages. The program will be funded through the Illinois Mathematics and Science Partnership Grant from the Illinois State Board of Education during its first three years. The University expects the infrastructure should be in place at that time so that the program can continue to be offered on a cost-recovery basis. The program will contribute needed solutions to the growing state need for highly qualified teachers in mathematics and science fields.

IBHE 2011

The proposed M.S. in Mathematics & Science Education 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 proposed program will be offered in flexible online and

distance learning formats to make it affordable to in-service teachers enrolled in online courses and to permit the teachers to continue with their employment during the school year.

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 new program is a result of recent partnerships between SIUC and several regional offices of education and school districts in southern Illinois to improve teaching and learning in science and mathematics in elementary and middle schools in the region. The proposal is developed in collaboration with the Illinois State Board of Education, which will provide some funds from the U.S. Department of Education.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. All qualified teachers will be admitted to the program regardless of race, gender, and diversity of background. Whenever possible, effort will be made to diversify the students admitted and enrolled in the program.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. The program will take advantage of existing resources at SIUC, including qualified faculty and instructional resources to ensure effectiveness and efficiency of operation. The program administrator and the program's Board of Directors and Advisory Board will monitor productivity, cost-effectiveness, and accountability.

Comparable Programs in Illinois

Currently a number of institutions in the state, including Aurora University, Illinois State University, Bradley University, and the University of Illinois at Urbana-Champaign, are planning to or are currently offering similar programs. However, only Southern Illinois University-Carbondale is planning to offer the program in southern Illinois.

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 Master of Science in Mathematics & Science Education is an interdisciplinary program designed to provide advanced training in mathematics and science education for certified, in-service elementary and middle school teachers. It will focus on additional advanced content knowledge in mathematics and the sciences, pedagogical content knowledge, and leadership skills in mathematics and science education. It is a non-thesis program that provides more classroom experiences through formal action research projects integrated throughout the curriculum in a variety of selected areas. Action Research is research done by teachers and their pupils for their benefit and with the goal of gaining insights, developing reflective teaching practices, and improving student outcomes in local classrooms.

Graduates of the program will be eligible for an endorsement in mathematics and science for elementary and/or middle school and will be well grounded in K-8 mathematics and science content outlined by the national professional education organizations and the Illinois State Board of Education, possess an expanded repertoire of research-based pedagogical skills for teaching math and science content, understand best practices for incorporating technology to aid effective

learning of science and mathematics, and be well-prepared leaders in science and mathematics education in their schools.

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 must hold an undergraduate degree in elementary education or a closely related field and be certified as an elementary or middle school teacher in Illinois and must have passed the Illinois Test of Basic Skills, the Elementary Education Content Test, and the Elementary Assessment of Professional Teaching Test. Consideration may be given to applicants who have comparable qualifications from another state. Students are also required to have a minimum grade point average of 2.7/4.0 and to submit official transcripts from all U.S. colleges or universities attended during the last two years of undergraduate study and all graduate work completed. Graduate Record Examination scores may be considered for students with relatively low academic achievements.

Curriculum

Students will enroll in instructional cohorts. The curriculum of the proposed program consists of 36 semester hours in 12 required courses to be completed in two academic years and two summer terms. Clinical or laboratory experiences may be required of students whose academic record does not demonstrate sufficient experiences in these areas.

The 12 required courses for the program are Mathematical Topics for Teachers, Science for Elementary School Teachers, Contemporary Biology for Teachers, Chemistry Topics for Teachers, Earth and Space Science for Teachers, Advanced Topics in the Teaching of Mathematics, Special Physics Topics for Teachers, Teaching Problem Solving in School Mathematics (Grades K-8), Integration of Technology into Mathematics and Science Education, Science Methods and Curriculum Development for Elementary and Middle Grades, Science or Mathematics Individual Research in Education (Action Research), and Leadership in Science and Mathematics.

In place of a thesis, each student in the program will complete an Action Research Project approved by the instructor. Major components of each Action Research Project will consist of a literature review, a research plan and timeline, identification of suitable instruments for collection of quantitative and qualitative information, a detailed plan for analysis of the data, an analysis of data, and written conclusions and reflection on the next steps. The project will conclude with a

formal presentation to a committee of at least three faculty members in the program who represent both the mathematics and science curriculum of the program.

All program courses and curricular activities will be based on the National Content Standards for Teachers, which incorporates the standards put forward by the National Council of Teachers of Mathematics and National Science Teachers Association, as well as the National Education Technology Standards, National Science Education Standards, Illinois Content Standards for Teachers, and the Illinois Learning Standards.

Assessment of Student Learning Outcomes

Student learning outcomes will be assessed regularly using a number of measures, including the performance of students at the end of each semester based on their grades and performance on exams and tests, the quality of mini research projects and a portfolio of science experiments and activities, the quality of the students' Action Research Projects, graduate and employer satisfaction with the program, the quality and percent of students involved in faculty research or projects, the quality of student teaching, the percentage of graduates who pass the certification exams at the end of their studies, and the retention rates over several years.

Program Assessment

Consistent with Illinois Board of Higher Education (IBHE) requirements, the program will submit at the end of the third year a progress report about the program's accomplishments and challenges it faces. The program will also participate in SIUC's annual program review process. Typically, the program review addresses many assessment topics, including student evaluation of courses, survey of alumni and employers of graduates, retention, rate of degree completion, and attainment of an endorsement in elementary and/or middle school mathematics or science. A summary of the program review will be submitted to the IBHE staff with summaries of other programs reviewed in the same cycle. The summary will include the program's strengths and weaknesses and measures that will be taken to strengthen the program.

Additionally, instructors in all content courses will model the inquiry-based teaching methods that research suggests are most effective for the teaching and learning of science and mathematics. Graduates of the program will become familiar with diagnostic tools to help other teachers understand why students have difficulty with K-8 mathematic and science concepts and devise methods to overcome the difficulties.

During the first three years of the program, extensive evaluation of the program will be required by the State Board of Education, the primary funding source for the 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 University has indicated that existing resources, including classrooms and laboratories, offices on campus, and other resources at the University Center of Lake County, will be sufficient to support the program.

Technology and Instructional Resources

The program will use SIUC's extensive existing instructional technology resources as well as the online and distance education resources to meet its needs. In addition, a technical support team will be responsible for expanding and maintaining the web-based resources and for troubleshooting problems that develop. The program will purchase additional instructional tools and appropriate software for mathematics and science.

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.

Nine faculty members, including the Dean of the College of Science, a full professor, and two associate professors, will be responsible for the proposed program. The faculty members have expertise in mathematics and science, as well as curriculum and instruction.

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.

No new state resources are needed to establish the program. SIUC has been awarded a grant in the amount of \$250,000 per year for the first three years from the Illinois State Board of Education.

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 M.S. in Mathematics & Science Education is designed to meet NCATE accreditation standards and other Illinois and national standards such as the National Science Education Standards and those established by the National Council of Teachers of Mathematics and the National Science Teachers Association. Southern Illinois University-Carbondale's existing teacher education programs are accredited by NCATE. The Higher Education Learning Commission accreditation of SIUC covers all degree programs offered by the University.

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 Illinois and national need for well prepared teachers of mathematics and science is widely documented by leading organizations such the National Science Board, the National Assessment of Education Progress, and the National Assessment of Governing Boards. These entities and others concur that for Illinois and the U.S. to be competitive globally, the current and future workforce must have more sophisticated knowledge and skills in science, mathematics, engineering, and technology.

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 Southern Illinois University-Carbondale's Master of Science in Mathematics & Science Education, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as SIUC and graduate school policies, will be published on the University's website. Comparable information about the program will be published in hard copy in SIUC's Graduate Catalog. Similar information may be available from the College of Science upon request.

Staff Conclusion. The staff concludes that the Master of Science in Mathematics & Science Education 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 Unit Title: Center for Literacy

Background. The University of Illinois at Chicago (UIC) seeks authority to establish the Center for Literacy. The University of Illinois at Chicago Center for Literacy is a public service and research center initiated in 1991 to improve literacy education, policy, and research at the local, state, and national levels. Since the Center was established on a temporary basis in 1991, the activities and the organization have evolved so that permanent approval of the Center is now sought. With a history of successful and significant projects, the goals and objectives of the unit reflect that maturity.

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 at Chicago is mirrored in the goals and objectives of the UIC Center for Literacy. UIC strives to “create knowledge that transforms our views of the world and, through sharing and application, transforms the world,” “to address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century,” and “to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S.” The Center for Literacy strives to find better ways of addressing the burgeoning literacy needs of a major urban center and to apply that knowledge to Chicago’s real educational needs, particularly the needs of racial, ethnic, linguistic, and economic minorities. This dedication to substantial applications of scholarship in literacy contributes to the land grant mission of the University and strengthens its community support.

The Center provides leadership and technical assistance to Chicago area schools and community-based organizations to enhance the delivery of high quality literacy services and works with public and private entities towards the formulation of policies that support effective literacy programs. The Center responds to issues in literacy education by serving as a public clearinghouse on literacy information, establishing partnerships with UIC departments and external agencies, contributing to enhanced graduate education for future leaders in literacy education, and creating innovative, research-based programs that can serve as exemplary models for public practice. The Center provides document design and evaluation services to agencies to help reduce literacy as a barrier to full societal participation for individuals with low literacy attainment.

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 Center offices are physically within the College of Education, and the director of the Center is a tenured faculty member in that College. Accordingly, all administrative and management functions of the Center, including facilities, budgeting, purchasing, accounting, personnel, and technology are integrated within the College of Education. This structure prevents unnecessary duplication of services and provides for ongoing monitoring of Center operations above the level of the Center's director.

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 Center for Literacy takes no direct role in academic programs at UIC, and no faculty members are or will be tenured through the 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.

No new state resources are needed to establish the proposed Center. The Center for Literacy secures external funding by submitting grant proposals, entering into contractual relationships, and accepting gifts.

Staff Conclusion. The staff concludes that the Center for Literacy 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.

University of Illinois at Urbana-Champaign

Proposed Unit Title: Institute of Natural Resource Sustainability

Background. The University of Illinois at Urbana-Champaign (UIUC) seeks authority to establish the Institute of Natural Resource Sustainability (INRS). Recent legislative action transferred the Illinois Natural History Survey, the Illinois Geological Survey, the Illinois Water

Survey, and the Illinois Waste Management and Research Center to the University of Illinois at Urbana-Champaign and called for the creation of the Institute. UIUC has initiated actions implementing the integration of the state surveys under the proposed Institute. The INRS is being organized as a campus-level Institute reporting to the Office of the Vice Chancellor for Research.

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 INRS is designed to accomplish the following missions:

- fulfill the obligations under state mandates and needs related to the roles of the State Surveys in development and provision of information, research, education, and outreach services within the context of Illinois state law, INRS' broader role as an applied research and public engagement unit of UIUC, and its budgetary capacity;
- maintain the effective liaison with relevant state agencies, environmental and natural resources related to non-governmental agencies, and other external constituencies to contribute tangibly to the development of sound public policies related to the environment, energy, and natural resources sustainability;
- develop and enhance applied research and public engagement-education within the sphere of environment and natural resources management and related opportunities of critical importance to the state and nation; and
- contribute to the creation of knowledge, development of technologies, and recommendation of best practices for wise use of the environment and natural resources essential to sustained economic vitality, environmental integrity, and quality of life for Illinois, the nation, and world.

The wisdom of the legislation transferring the Surveys to UIUC and creating the INRS is in its recognition of the opportunity for leveraging the state's long investment in development of the Surveys through their closer connection to the powerful research and educational resources of the Urbana-Champaign campus. The creation of the INRS will sharply enhance the University and build the state's knowledge creation and application resources through integration of the separate Surveys as a unit that can fulfill their ongoing mandates while evolving new dimensions in sustained interaction with the campus' deep intellectual, research, and educational resources in areas relevant to natural resource sustainability.

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 campus has undertaken the essential actions necessary to make the INRS operational on July 1, 2008, as specified in the founding legislation. After the Institute is fully formed and stabilized as an operating integrated unit, the campus will make a follow up report to the Illinois Board of Higher Education (IBHE).

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 INRS is a campus-level unit reporting to the Office of the Vice Chancellor for Research. It will be headed by an Executive Director, with each of the Survey's functioning as a division, headed by a Director, and operating as a constituent subunit of the Institute. Each Survey will carry out its mission through its activities and division-level administrative functions, with common administrative functions, institute-wide planning, long-term development, and programmatic and administrative oversight conducted through the Office of the Executive Director. An Office of Institution-Wide Research Initiatives under the Office of the Executive Director will be formed to facilitate cross-cutting projects taking advantage of the expanded opportunities and collaborations that cut across the Institute's divisions or including multiple campus units. An Associate Executive Director will be responsible for overall administration of activities concerned with budgeting and planning to ensure optimum deployment of Institute resources.

The Chancellor will appoint members to an advisory board, the Illinois Board of Natural Resources and Conservation (IBNRC), on recommendation of the Vice Chancellor for Research (VCR). This body will advise the Office of the VCR, the Office of the Vice Chancellor for Public Engagement, the Office of the Executive Director of the INRS, and the Office of the Chancellor. This Advisory Board will replace and expand the presently constituted Board of Natural Resources and Conservation (BNRC) and will be chaired, as *ex officio* members, by the VCR as the Chancellor's designee, with the Executive Director of the INRS as vice chair. The new IBNRC will be made up of fifteen appointed members with staggered terms. For continuity in the transition, the group initially appointed to the IBNRC will include the membership of the current BNRC. The full IBNRC, inclusive of the carry over appointments, will consist of members from relevant state agencies (Illinois Department of Natural Resources, Illinois Department of Transportation, Illinois Environmental Protection Agency, Illinois Department of Commerce and Economic Opportunity, etc.), relevant non-governmental organizations (including environment and natural resource focused foundations and advocacy groups), natural resource related industries in Illinois, and internal University constituencies. The IBNRC will meet at least twice a year to advise the Institute on its effectiveness in meeting the needs of the state and its

external constituencies, to suggest potential partnerships with or in serving public constituencies, and to provide direction in shaping the developing agenda and directions of its activities.

Committees also will be developed internal to the INRS that are advisory to the Executive Director relevant to campus relationships and strategic directions (Executive Advisory), advisory to the Executive Director in conducting the ongoing operational affairs of the Institute (constituted as the Institute leadership team of the Office of the Executive Director and the Directors of the Surveys), and appropriate advisory committees connecting the divisions to the campus and their external constituencies, which will be determined in interaction with each Survey director.

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.

No new state resources are needed to establish the proposed INRS. Funding for the Institute accompanied the transfer of the surveys to the UIUC. The INRS is being incorporated into UIUC's financial, operational, and control systems to assure proper management and oversight of budgets, appointments, procurement, inventory, and the array of other ongoing areas of activity and operations.

Staff Conclusion. The staff concludes that the Institute of Natural Resource Sustainability proposed by the 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: Bachelor of Science in Nursing

Projected Enrollments: The University projects initial enrollments of 78 full and part-time students in the first year, rising to 140 full and part-time students by the fifth year.

Background

Western Illinois University (WIU) is seeking authority to offer the Bachelor of Science in Nursing degree in the Western Educational Region. The proposed B.S. in Nursing (BSN) program will serve students seeking a baccalaureate degree who are not currently licensed to practice professional nursing as well as continue to serve those who wish to add to and enhance their basic knowledge of the professional practice of nursing and provide an opportunity for career development and advancement in both practice and nursing education. The program will add to the number of candidates who are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) as well as continue to advance the field of nursing, and therefore healthcare, through safe and effective practice.

IBHE 2011

The BSN program will address the following goals of *IBHE 2011*:

Goal 1 — Affordability: To ensure that college is affordable for all Illinoisans, particularly low-income students. Because there is no access to public higher education baccalaureate degrees in nursing in Macomb or the communities surrounding the WIU Macomb campus, the BSN program will provide an affordable option for students. Pre-licensure students who want to study nursing in the region either pay high tuition at private colleges or out-of-state tuition in a neighboring state to obtain a bachelor's degree in nursing. Having a BSN degree program available at the WIU Macomb campus would make the degree more affordable and available to area residents.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. It is a goal of nursing education to prepare a workforce that is reflective of a diverse and global society, as articulated in the WIU strategic plan. Access to baccalaureate and then higher degrees in nursing assures a well prepared workforce to meet that goal.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. The BSN program will be guided by a framework of health promotion and maintenance. By using this framework, the program will have many measurable indices including mission resources, curricular appropriateness, and evaluation. The program will be accountable to WIU, its students, the regional health care agencies, the nursing education community, and the nursing profession.

Comparable Programs in Illinois

There are 34 Illinois colleges and universities that list nursing departments or schools. Of these, 30 offer the basic BSN program. Only seven programs are housed in public universities. Although the BSN programs offered by these colleges and universities are comparable to the proposed program, there is no BSN offered within 50 miles of the Western Illinois University's Macomb campus. Also, since there are many more applicants to comparable nursing programs than available seats, the addition of this program should not negatively impact similar programs in the state.

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 will support and enhance the mission of Western Illinois University by offering accessible university education, extending the educational preparation of local health care providers, and preparing skilled, thoughtful caregivers.

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

Acceptance into the nursing major involves three stages. The first stage involves admission to the University. Upon admission to the University, the student files a letter of intent to study nursing with the School of Nursing and develops a plan to complete all general education requirements and nursing support courses. The third stage involves formal application to the nursing major.

Admission to the nursing major requires candidates:

1. Successfully complete the Test of Essential Academic Skills ® (TEAS);
2. Complete all general education and support course requirements; and
3. Have a minimum cumulative GPA of 2.33/4.0 for all postsecondary work. The following courses must have a grade of a C+ (2.33/4.0) or better.
 - a. Human Anatomy and Physiology I
 - b. Human Anatomy and Physiology II
 - c. General Chemistry I
 - d. General Chemistry II
 - e. Introduction to Nutrition
 - f. Introduction to Life Span Development
 - g. Introductory Microbiology
 - h. General Element Statistics

Curriculum

Candidates for the BSN must complete the 45-semester-hour general education requirements, a 21-semester-hour Nursing Core, the 41-semester-hour BSN core, a 3-hour nursing specialization course, and 15-semester-hours in supporting courses for a total of 125 semester hours. Students may meet the general education, Nursing Core, and supporting course requirements through completion of appropriate coursework as part of a Registered Nurse or Associate of Nursing Sciences program.

Assessment of Student Learning Outcomes

Student learning and academic performance will be measured with course requirements in each course. In addition, clinical performance objectives will be measured with each clinical course. Students will meet with course faculty weekly during a clinical course to review performance in relation to meeting all objectives. The student's academic advisor will meet with the student twice a year prior to the oncoming semester to plan courses to meet program requirements. Discussions of academic performance will occur on additional occasions as

needed.

Program Assessment

Course evaluation and faculty teaching evaluations will be used as input for program assessment and development. Program review will be enacted around specialized accreditation. The curriculum has been developed around *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing), the American Nurses Association's *Standards and Scope of Nursing Practice* and the Commission on Collegiate Nursing Education's *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*. The program will conduct a self-study as part of the accreditation process; the initial accreditation visit is planned during Fiscal Year 2011. Additional assessment measures will include student pass rates on the NCLEX-RN licensure exam and feedback from key stakeholders.

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.

Student support is available through a departmental student assistance center and WIU student support services, which offer free tutoring services conducted by graduate students. There will be a full time academic advisor for nursing students during pre-nursing and after admittance to the major. Rooms in the Department of Biological Sciences have been renovated and are being equipped to meet the specific needs of the beginning nursing curriculum. There is space planned in Currens Hall for nursing offices, conference rooms, and laboratories. Program support also includes clerical and office support personnel specific to the program.

Library

The Malpass Library at WIU has hard copies of professional journals and online access to most professional journals, including full-text, through the Illinois Library Consortium. Reference texts are also available, and new materials needed to support specific curricula will be purchased with the program's annual library allocation.

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.

Faculty must have at least a Master's degree in nursing to meet minimum qualifications. The director of the program will have an earned doctorate. A reward structure exists through annual evaluations and the promotion/tenure process. Faculty will be evaluated according to the contractual criteria developed by the Director of Nursing in collaboration with the School of Nursing Faculty per the *WIU-UI 2007-2011 Agreement*.

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.

No new state resources are required to implement the proposed program. The proposed budget for the BSN program (\$136,500) supports the program director (\$120,000), one graduate assistant (\$6,500) and program operating expenses (\$14,000). A one-time WIU expenditure of \$90,000 was used to renovate three classrooms/laboratories. The budget is predicated on the assumption that one 30-student cohort will be admitted to the program each academic year to join those students enrolled in the RN-BSN completion program. The programmatic needs are to be met through reallocations from the central administration and the College of Arts and Sciences.

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.

Western Illinois University and the approved Nursing program will apply for accreditation through the Commission on Collegiate Nursing Education (CCNE).

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.

An overall shortage of practicing nurses in the United States exists; approximately 20 percent more nurses are currently needed to meet the demand for healthcare. The nursing

shortage is projected to continue for at least the next 15 years. In addition to the overall shortage of practicing nurses, the need for nurses prepared at the baccalaureate level is increasing. The American Organization of Nursing Executives advocates the elevation of the educational level of the nurse to the baccalaureate level through supportive partnerships within the education community. Nurse executives, federal agencies, the armed services, national nursing organizations, healthcare foundations, Magnet Hospitals, and minority nurse advocacy groups recognize the value of the baccalaureate prepared nurse. The National Advisory Council on Nurse Education and Practice proposes that at least two-thirds of the nurse workforce hold a baccalaureate or higher degree in nursing by the year 2010. Currently, only 43 percent of nurses hold a degree at the baccalaureate degree or higher. The proposed program positions WIU and its service region to meet this call for baccalaureate-trained nurses.

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 Bachelor of Science in Nursing, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as WIU and graduate school policies, will be published on the University's website. Comparable information about the program will be published in hard copy in WIU's Undergraduate Catalog.

Staff Conclusion. The staff concludes that the Bachelor of Science in Nursing 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.

Proposed Program Title: Bachelor of Science in Engineering

Projected Enrollments: The University projects initial enrollments of 30 full and part-time students in the first year, rising to 120 full and part-time students by the fifth year.

Background. Western Illinois University (WIU) seeks authority to grant the Bachelor of Science (B.S.) in Engineering in the Western Educational Region. The purpose of the Bachelor of Science in Engineering program is to address the need to increase the number of broadly educated engineers who have a strong grounding in multidisciplinary engineering fundamentals. This integrated course of study will prepare graduates to provide cross-discipline design solutions for the wide range of demands encountered by today's practicing engineers in consulting, manufacturing, industry, and government.

The proposed Engineering program is consistent with and integral to WIU's strategic plan. The program has been developed to meet the Accreditation Board for Engineering and Technology (ABET) Engineering Accrediting Commission (EAC) standards and will be delivered at the WIU Quad Cities (WIU-QC) campus. The Engineering program will be a 2+2

degree completion program (the junior and senior years) articulated with pre-engineering transfer programs at WIU-Macomb, dual enrolled students in the community colleges with WIU-QC, as well as other community colleges and universities in Iowa, Illinois, and Missouri with the understanding that the program is specifically designed to meet the needs of the WIU-QC and Macomb service region.

IBHE 2011

The B.S. in Engineering will address the following goals of *IBHE 2011*:

Goal 1—Affordability: To ensure that college is affordable for all Illinoisans, particularly low-income students. The proposed degree program will be delivered at the WIU Quad Cities campus in a 2+2 baccalaureate degree completion format articulated with pre-engineering transfer programs at the WIU-Macomb campus and community colleges in Illinois, Iowa, and Missouri, providing an affordable and accessible public option for students in the region.

Goal 3 – Diversity: To increase access and success in more diverse college student body and faculty ranks, including those with disabilities. The WIU-QC campus has been designed to provide higher education to a diverse, traditional, and non-traditional student body in the Quad Cities region. The WIU-QC campus delivers baccalaureate and graduate degrees in collaboration with community colleges (Blackhawk in Illinois, and Scott in Iowa) and does not duplicate freshman and sophomore classes. The WIU-QC campus provides an array of programs for place-bound adults, and given the employment opportunities and needs for engineers in the Quad Cities region, the WIU-QC Engineering program will assist in fulfilling this goal.

Goal 4 – Efficiency: To promote efficiency and accountability in higher education operations. The proposed program will help assure that the state of Illinois is graduating a sufficient number of engineers to ensure that Illinois businesses are able to compete in the technology-driven global economy. Retirement projections from major Illinois corporations (such as John Deere and Caterpillar) indicate a critical need for new engineers. The proposed engineering program will directly address Quad Cities area needs as indicated by the Quad Cities Development Group's focus on advanced manufacturing and information technology as core components of the area's economic development. This program will increase the pool of qualified engineering applicants available to work in Illinois companies.

Comparable Programs in Illinois

Of the five public universities in Illinois that offer ABET accredited engineering programs at the baccalaureate level, only the University of Illinois at Urbana-Champaign (UIUC) offers a major in General Engineering, the program that appears to be the closest to the proposed program. One private university, Olivet Nazarene in Bourbonnais, offers a General Engineering program. Both programs are listed by ABET in the program category of "Engineering, Engineering Physics & Engineering Science." The proposed program is similar to the UIUC and Olivet Nazarene programs in that it will prepare general engineers through a program designed to meet ABET criteria. The WIU program has been designed to meet ABET engineering accreditation requirements and has some similarities to both programs. Given the growing demand for engineers, there should be no appreciable impact on either of these institutions. In addition, the WIU program will provide greater access to engineering education for a wide range of students, especially given the highly selective admissions policies of UIUC.

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 designed to prepare graduates to lead and thrive in the technology-driven global workplace. The program focuses on the practice of engineering by providing a broad curriculum that emphasizes basic engineering fundamentals, while allowing students to select an area of emphasis in mechanical/manufacturing engineering or electrical/computer engineering.

The proposed program incorporates design and teamwork throughout the curriculum, with ample opportunities for practical, hands-on engineering educational experiences. The program is linked to business, industry, and the Midwest Intellectual Property Management Institute through required internships and senior capstone design projects. In addition, all students must pass the Fundamentals of Engineering Examination prior to graduation, thus completing another important step in the process of becoming a professional engineer.

WIU provides the junior and senior engineering courses at the WIU-QC campus, and the program is articulated with pre-engineering transfer programs at the WIU-Macomb campus and community colleges in Illinois, Iowa, and Missouri. WIU-QC offers an effective dual enrollment program wherein students may be simultaneously enrolled at a partner community college and WIU's pre-engineering program.

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

Students seeking admission to the Engineering program must have earned 45 semester hours of credit with an overall grade point average of 2.5/4.0, and a grade of "C" or better in Calculus and Analytic Geometry I and II and University Physics I and II or equivalent transfer courses.

Curriculum

Candidates for the Bachelor of Science in Engineering are required to complete the 43-semester-hour general education program, a 22-semester-hour engineering core, a 27 semester hour option in either Manufacturing/Mechanical Engineering or Electrical/Computer

Engineering, and 54 semester hours of support courses in Chemistry, Mathematics, Physics, Computer Science, Economics, and Management (some of which may be met through completion of recommended general education coursework).

Assessment of Student Learning Outcomes

In addition to course-level assessments, such as assignments, projects, and examinations, all students must pass the Fundamentals of Engineering Examination prior to graduation. This is a comprehensive, professional exam that measures basic engineering knowledge. It is also a step toward registration as a Professional Engineer.

All students must take and pass a senior design capstone course. Capstone projects will be solicited from local companies, the projects will be team-based, the project engineering design will be accomplished under the supervision of a capstone coach/faculty member, and the project sponsor will provide a liaison engineer to assist in guiding the completion of the senior design/capstone project. The assessment of the senior design will be coordinated by the capstone coach in consultation with an external Professional Engineer.

Program Assessment

The Engineering program has been developed with advice from the Engineering Advisory Board, comprised of representatives from Quad Cities and western Illinois companies including Deere, Alcoa, KONE, Stanley Missman, KJWW Engineering, PAC Engineering, Rock Island Arsenal, and Eli Bridge. The Board also has representatives from the Blackhawk College and Scott Community College. The Engineering Advisory Board will participate in annual assessment reviews of the Engineering program.

Exit interviews will be held with each graduating senior to obtain the perspectives of the program from current students. A follow-up survey of all program graduates will be administered one year after graduation and again three years after graduation to assess how the graduates have progressed in their careers and to obtain information from the graduates regarding strengths of the program and areas for improvement. Likewise, a survey of employers of the graduates will be conducted to obtain information regarding the knowledge and skills of the graduates, areas of program strength, and areas 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.

Library

Library resources are in place for the support areas of mathematics, physics, management, and computer science. Likewise, there are library resources for the Manufacturing Engineering Technology program, many of these resources are applicable to the proposed

program. The University will work with the library to assure that future acquisitions for the scientific and technical fields include engineering-related materials.

Technology and Instructional Resources

The proposed Engineering program has a very strong, integral experiential learning emphasis. The experiential emphasis provides on-site access to state-of-the-art laboratories and equipment through required internships and senior design capstone projects. Other coursework will utilize an array of engineering laboratories for learning engineering concepts and the practice of engineering. For example, the Engineering program will use the Manufacturing Engineering Technology Laboratory at the WIU-QC campus, a lab that is equipped with a limited number of computers loaded with CAD software and some manufacturing machinery. The program will also have access to two general purpose computer labs at the WIU-QC campus. However, the Engineering program will require several additional laboratories. Some of these will be housed and equipped by WIU, and others will be leased from local colleges, private sector companies, and the Rock Island Arsenal. Using laboratory resources in the community will allow the program to ramp up quickly in a cost efficient manner.

The WIU-QC building is fully scheduled and the buildings at the new Riverfront campus, a donation from Deere and Company, have not been started for lack of a capital bill in Illinois. This means the Engineering program must identify space in the community for the program. Searches are underway to find and secure appropriate space for the engineering 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.

The proposed degree is an extension of existing strengths at WIU. The University continues to employ qualified faculty in the support areas of mathematics, physics, management, and computer science. WIU has operated a successful pre-engineering transfer program for several years. The Department of Engineering Technology has two faculty members who hold engineering credentials who may be used to deliver some engineering courses. Additionally, a few faculty members in Computer Science and Information Systems hold degrees in engineering.

WIU will initiate a search for a Director of the Engineering Program with the intent of having the Director employed by January 2009. The Director will have strong academic and professional credentials and will have had experience with ABET accreditation. At least one additional full-time engineering faculty member will be employed effective fall 2009. Additional full-time faculty will be employed as the program grows.

Companies and agencies in the Quad Cities area employ more than 10,000 engineers, several with Ph.D. degrees. It is anticipated that this pool of talent will be tapped for adjunct and part-time faculty. WIU has proven faculty evaluation and reward structures in place.

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 projected budget for the proposed program is \$1,368,750 for the first year. The budget is predicated on the assumption that 30 students will be admitted to the engineering program each academic year for four years. The program will require start up funds to employ faculty and staff, lease space, purchase equipment, and operate. After the second year the resource needs will level off and shift from equipment to personnel. Budget requirements will be met through a combination of donations from industry partners and the reallocation of institutional resources. Given strong community support for this program, it is anticipated that cash and in-kind gifts will be acquired for the engineering program as WIU's capital campaign progresses. The budget also assumes successful federal funding for the operation of WIU's partner, the Midwest Intellectual Property Management Institute.

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.

A major measure of program quality will be pursuit and awarding of Accreditation Board for Engineering and Technology (ABET) Engineering Accrediting Commission (EAC) accreditation. The program must have one graduate before it can stand for an ABET review. Faculty and administration will move on all fronts to comply with ABET standards and procedures, to collect the appropriate data, and to prepare for an ABET accreditation visit at the earliest possible date.

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 National Science Board's (NSB) Task Force on National Workforce Policies for Science and Engineering has raised concerns about declining numbers of students pursuing engineering and scientific careers in the U.S. at a time when demand for engineers is growing. According to U.S., Illinois, Iowa, and Missouri labor agencies, there is a strong labor market demand for engineering graduates in western Illinois and eastern Iowa with an 11 percent increase in employment demand between 2004 and 2014. In addition, a needs analysis was conducted by the WIU Institute for Rural Affairs as a basis for developing and acquiring approval to offer the WIU engineering program in the Quad Cities (*Demand for Engineering Graduates in Western Illinois, Southeast Iowa and Northeast Missouri: Assessments and Forecasts*, August 6, 2007). The results of the analysis support the implementation of a general engineering bachelor degree program, with an annual demand for WIU-trained general engineers to be between 32 and 35 new hires in 2007 and 2008, between 33 and 36 in 2009, and between 35 and 38 in 2010.

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 Bachelor of Science in Engineering, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as WIU and graduate school policies, will be published on the University's website. Comparable information about the program will be published in hard copy in WIU's Undergraduate Catalog.

Staff Conclusion. The staff concludes that the Bachelor of Science in Engineering 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 Eastern Illinois University authorization to Grant the Bachelor of Arts in General Studies in the Chicago, North Suburban, West Suburban, South Metro, Central, and Southwestern Regions and the Master of Science in Family and Consumer Sciences in the North Suburban 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 Northern Illinois University authorization to grant the Master of Arts in Teaching in the North Suburban, West Suburban 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 Southern Illinois University-Carbondale authorization to grant the Master of Science in Mathematics & Science Education 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 the University of Illinois at Chicago authorization to create the Center for Literacy 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 the University of Illinois at Urbana-Champaign authorization to create the Institute of Natural Resource Sustainability 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 Bachelor of Science in Nursing and the Bachelor of Science in Engineering 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.

