

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

**Submitted for:** Action.

**Summary:** This item requests approval of five degree programs at three public universities.

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

Southern Illinois University Carbondale

- Bachelor of Science in Automotive Technology in the Chicago Region (Out-of-Region Authority)
- Master of Engineering in Civil and Environmental Engineering in the Southern Region

University of Illinois at Urbana-Champaign

- Bachelor of Arts in Liberal Arts and Sciences in Gender and Women's Studies in the Prairie Region
- Master of Studies in Law in the Prairie Region

Western Illinois University

- Bachelor of Arts in Anthropology in the Western Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Southern Illinois University Carbondale**

**Proposed Program Title:** Bachelor of Science in Automotive Technology in the Chicago Region

*Projected Enrollments:* The University projects that fall enrollments in the Bachelor of Science (B.S.) in Automotive Technology will grow from 11 to 22 students or more by the fifth year. The program initially will be offered at Truman College in Chicago with the expectation that, as student and occupational demand grows, it will be offered at the same location or in other areas in the Chicago Region.

**Background**

Southern Illinois University Carbondale (SIUC or University) requests authority to grant the B.S. in Automotive Technology in the Chicago Region. The same program, approved in 1996, is currently offered on-campus in the Southern Region. The existing program enrolled 183 students in fall semester 2007 and awarded 50 degrees in fiscal year 2007. The proposed program is designed to provide its students practical knowledge in automotive technology and also training in supervisory and managerial skills. The curriculum will prepare students for a wide range of positions with automotive manufacturers, automotive dealerships, and after-market automotive firms. Students in the program will obtain internship opportunities at businesses such as General Motors Corporation, Robert Bosch Corporation, Toyota Motor Sales, Nissan Motor Corporation, and the United States General Services Administration. Upon graduation, graduates will be employed in positions such as district manager, field service engineer, technical writer, customer service coordinator, dealership service manager, zone manager, and technical service manager. The goals and objectives of the program are compatible with the mission of the College of Applied Sciences and Arts and the mission of the University.

The proposed Bachelor of Science in Automotive Technology will improve articulation and transfer from community colleges to baccalaureate programs in high need areas for place-bound adults, as called for in Goal 1 of the *Illinois Public Agenda*.

### **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 University indicates that there is significant occupational demand for graduates in the Chicago area and by place-bound students who cannot enroll in the program in Carbondale. Representatives of General Motors Corporation, Ford Motor Company, and other firms requested that the University offer the program in the Chicago area. Furthermore, the program is not currently offered by any college or university in the Chicago area. Internship opportunities are available with many automotive firms, including General Motors Corporation, Robert Bosch Corporation, the U.S. General Services Administration, Toyota Motor Sales, and the Nissan Motor Corporation. The University's decision to offer the proposed program in Chicago is a result of successful employment of over 100 graduates with General Motors and other employers.

### **Comparable Programs in Illinois**

Currently, only SIUC offers the B.S. in Automotive Technology in Illinois; therefore, taking the program to the Chicago metropolitan area will not duplicate any such program in the area.

### **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 objectives of the B.S. in Automotive Technology are to: a) promote economic development in the Chicago area and the state by strengthening the automotive skilled workforce; b) provide opportunity for graduates of associate degree programs, technical institutes, and community colleges who wish to pursue a baccalaureate degree in automotive technology; c) provide degree completion opportunities to place-bound students; d) provide opportunities for integrating technical aspects of automotive field and management training; and e) enable bachelor degree graduates to obtain entry-level management positions and professional advancement in the automotive industry.

The proposed program is designed to provide a combination of automotive technical education, computing skills, and communication skills along with theoretical and practical knowledge of supervision and management in automotive technology.

### **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 have earned an Associate degree in Automotive Technology or have functionally equivalent qualifications.

### Curriculum

The curriculum for the B.S. in Automotive Technology includes basic and advanced level technical courses that emphasize automotive design theory, diagnostic skills, and problem solving skills, in addition to the University's standard core curriculum to provide a comprehensive foundation for advancement in the profession. The curriculum consists of a minimum of 125 semester hours, including 84 hours in the major, of which 39 hours are from levels 100 and 200 courses, at least 15 hours from 300 and 400 level courses, and a minimum of 18 hours of support courses from fields such as business and management, computer science, and psychology, as well as electives. The program has obtained numerous signed agreements for internship opportunities from businesses such as Chrysler Corporation, Toyota Motor Sales, Ford Motor Company, Cummins Engines, and various automotive dealerships.

Over 30 courses in automotive technology are currently available to support the program. These courses encompass a wide range of topics, including automotive laboratory practices, automotive cooperative education, computing for automotive applications, automotive internship, technical investigation in automotive technology, automotive financial management and operations, alternative fueled vehicles, and comprehensive vehicle diagnostics.

### Assessment of Student Learning Outcomes

Student learning in the B.S. in Automotive Technology will be consistent with the department, the College, and the University's policies and practices on the assessment of student learning. Student learning in the program will be assessed by the program faculty who already are responsible for the assessment of student learning in the existing baccalaureate program in the field offered on campus. The faculty assess student learning by determining the level of each student's knowledge and competence in a number of critical content areas using course performance on assignments and tests, written documentation, and oral presentation. Any serious deficiency in the student's performance in any major area will be addressed, and the outcome may be used to improve the program for the benefit of future students. Additional quality control measures of student learning in the program will include student assessment related to emerging technologies and their applications, capability to perform correct diagnosis and repair of vehicles, development of skills for customer service, correct identification of marketing opportunities and processes, and demonstrating knowledge about state and federal safety, emission, and consumer protection legislation.

Indirect methods of assessing student learning in the program include a number of survey results of student course evaluation, alumni, employers of graduates, supervisors of student internship, and the survey results of the National Automotive Advisory Board.

#### Program Assessment

The proposed degree program will be assessed in accordance with the IBHE staff requirements at the end of the third year of operation. A summary of the third year assessment will identify accomplishments and challenges to be addressed to strengthen the program. Consistent with the IBHE program review policies, the program will participate in the University's program review process within a cycle of eight years. Typically, the program review process addresses many assessment topics, including survey of alumni and employers of graduates, retention and rates of degree completion, and meeting professional standards in the discipline, percent of graduates employed in the discipline, and enrollment in graduate and professional programs. A summary of the program review will be submitted to the IBHE staff with summaries of other programs reviewed in the same cycle and will document the program's strengths and weaknesses and measures that will be taken to address the latter. The Department of Automotive Technology is familiar with these processes because it has been using them for assessing the existing program offered on campus.

#### **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 University's main library has a large collection of specialized library materials, including books, and print and electronic journals currently used to support the existing B.S. in Automotive Technology, in addition to the general collection. At this time, there is no need for additional library materials to support the proposed program. Should need arise for additional resources to support the program, the resources will be acquired through reallocation of existing resources in the Department, College, or University.

#### Technology and Instructional Resources

SIUC maintains up-to-date and sufficient instructional resources, including laboratories and electronic resources that will support the delivery of the existing B.S. in Automotive Technology as well as this program. The resources include Blackboard™ and WebBoard software used for instruction and faculty development.

## **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 curriculum for the proposed program will be taught by a combination of regular and adjunct faculty members who are hired using the same criteria by search committees on the main campus. Regular faculty will have primary responsibilities and stewardship for the program, and they will consist of tenured and tenure-track faculty with appropriate academic credentials in their disciplines. Additionally, student evaluations of teaching effectiveness will be administered at the end of each course, and the results will be used as one measure of teaching effectiveness in the annual review, and the promotion and tenure decisions, of regular faculty. These evaluation results also are considered in making decisions about 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 B.S. in Automotive Technology. The resource table submitted with the proposal indicates that the total budget for the program will grow from \$135,000 in the first year to \$162,000 in the fifth year. Most of these funds are from non-state sources. Approximately \$45,000 will be available in the first and second year through internal reallocation. Some resources currently used to support the same program offered on campus will be available to support this program. These resources, in addition to tuition and fees for the program, are considered sufficient to support the proposed program.

## **Accreditation and Licensure**

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

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

There is no specialized accreditation for automotive technology. The University's current accreditation by the Higher Learning Commission (HLC) of the North Central Association, however, encompasses all degree programs offered by the University. In addition, the existing B.S. in Automotive Technology currently offered on-campus is certified by the National Automotive Technicians Education Foundation (NATEF) for the academic years of 2007 to 2012. It is expected that the proposed program also will be certified by the Foundation.

### **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 SIUC's B.S. in Automotive Technology, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as University and the College of Applied Sciences and Arts policies, will be published on the University's website, [www.siuc.edu](http://www.siuc.edu). Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog. Similar information may be available from the College of Applied Sciences and Arts and the Department of Automotive Technology upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Science in Automotive Technology program proposed by Southern Illinois University Carbondale 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 Engineering in Civil and Environmental Engineering in the Southern Region

*Projected Enrollments:* The University projects that fall enrollments in the Master of Engineering (M.E.) in Civil and Environmental Engineering will grow from 25 to 50 students by the fifth year.

### **Background**

Southern Illinois University Carbondale (SIUC or University) requests authority to offer a non-thesis and interdisciplinary M.E. in Civil and Environmental Engineering degree in the Southern Region. Graduates of the proposed program would be responsible for the design and management of the infrastructure, such as highways, bridges, dams, water and wastewater systems, power generation stations, pollution control facilities, and airports. The program was developed to respond to a documented nationwide shortage of civil and environmental engineers



and to meet the requirements of the National Council of Examiners for Engineers and Surveyors in 2006 for a 30-credit hour, streamlined degree that can be completed in one-year of full-time study as a pre-requisite for eligibility to take the Principles and Practice of Engineering examination.

SIUC currently offers a B.S. and a Master of Science (M.S.) degree in Civil Engineering. Last year, 234 students were enrolled in the baccalaureate program, while 21 students were enrolled in the master's program, which requires completion of a thesis and typically leads to admission to the Doctor of Philosophy (Ph.D.) program in the discipline. It is expected that the proposed non-thesis program leading to professional practice will attract more students and address the growing shortage of workforce in the occupation. This program will build on the existing bachelor's and master's programs and will be consistent with the mission of both the College of Engineering and the University.

The proposed M.E. in Civil and Environmental Engineering will help prepare Illinoisans for high need STEM careers, as called for in Goal 3 of the *Illinois Public Agenda*.

### **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 projections for 2004 to 2014, civil engineering leads all other fields of engineering with 16.4 percent growth during this period, followed by mechanical, industrial, and electrical engineering. In addition to civil engineering, the growth in workforce need in environmental engineering is projected at over three percent, or 49,000.

The 2005 *Report Card of America's Infrastructure* by the American Society of Civil Engineers has indicated a grade of between D+ and D- for many infrastructure for which civil and environmental engineers have shared responsibility such as aviation, dams, drinking water, energy, hazardous waste, navigable waterways, roads, and schools. The President's economic stimulus initiative highlights the growing deficiencies of the nation's infrastructure.

### **Comparable Programs in Illinois**

Currently, six master's degree programs in civil engineering are offered in the state by four public universities (University of Illinois at Chicago and Urbana-Champaign, SIU Carbondale and SIU Edwardsville) as well as two independent universities (Bradley University and Northwestern University). The Illinois Institute of Technology offers a slightly different program in construction engineering and management.

### **Mission and Objectives**

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

The goals and objectives of the M.E. in Civil and Environmental Engineering are to provide its students with advanced technical education in civil and environmental engineering, and to make them, upon graduation, responsible for the design and management of infrastructure, including highways, bridges, dams, water and wastewater systems, pollution control systems, airports, and industrial and manufacturing buildings while minimizing the negative impact of their products on the ecosystem. Graduates of the program also may be engaged in the design and manufacturing of aircrafts, automobiles, and ships. Additional objectives of the program are to increase faculty interaction with practicing engineers and increase applied research opportunity with industry.

### **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 and have earned a Bachelor's degree in Civil or Environmental Engineering or its functional equivalent with a minimum G.P.A. of 3.0 out of 4.0 for the last 60 semester hours of the undergraduate degree. Although the Graduate Record Examination is not required for admission, applicants are encouraged to take it and submit their scores.

### **Curriculum**

The curriculum of the proposed program consists of a minimum of 30 semester hours and a successfully completed engineering project approved by the student's graduate faculty committee. Eighteen of the 30 semester hours must be earned in the department's courses. The remaining hours may be completed from other disciplines of engineering, mathematics, and business administration, subject to approval by the academic advisor. The engineering project must be completed as a part of the requirements of the Civil and Environmental Engineering Project course. At least 15 semester hours for the degree must be from 500-level courses at the University. Each student's graduate committee must approve the student's program of study, engineering project topic, and the completed engineering project.

With the approval of the student's faculty committee, the student may complete courses leading to a specialization, such as environmental engineering, water resources engineering, structural engineering, or geotechnical engineering. Each specialization is expected to provide the student with advanced technical knowledge for professional practice and the academic background to take and pass the Professional Engineering Licensure examination.

Over 40 graduate courses are currently available to serve the program. The courses encompass many topics related to civil and environmental engineering such as foundation design, environmental geotechnology, matrix methods of structural analysis, seismic design of structures, water quality modeling, advanced biological treatment processes, nonlinear structural analysis, and advanced mechanics of materials.

#### Assessment of Student Learning Outcomes

Student learning in the M.E. in Civil and Environmental Engineering will be consistent with the department, the Graduate School, and the University's policies and practices on the assessment of student learning. Student learning in the program will be assessed by the program faculty who are already responsible for the assessment of student learning in the existing baccalaureate and master's degrees in civil engineering at the University. The faculty will determine the level of each student's knowledge and competence in a number of critical areas, including content knowledge and competencies in the discipline. In addition, each student will be assessed using course performance measures such as performance on tests and examinations, written documentation, and oral presentation. Each student's graduate committee, consisting of at least three faculty members, will be responsible for approving the student's program of study and engineering project topic and for evaluating the project when it is completed. Any serious deficiency in the student's performances in any major area will be addressed, and the outcome may be used to improve the program for the benefit of future students. Additional quality control measures of student learning in the program will include student assessment related to emerging technologies and their applications, the security and treatment of water supply systems, real-time and adaptive infrastructure management, innovative materials development, and progressive failure and collapse of structures.

To ensure student success in the program in general, the faculty will assess the student's ability to:

- apply technical knowledge and skills to identify problems and formulate solutions that are fundamental to civil engineering or environmental engineering design;
- work in multi-disciplinary teams for the design of infrastructure systems;
- effectively disseminate existing and new knowledge through both written and oral presentations; and
- recognize the importance of professional licensure and the need and value of life-long learning.

The degree requirements will be rigorous and meet the standards of the National Council of Examiners for Engineers and Surveyors. Graduates of the program will be prepared take the Principles and Practice of Engineering examination.

#### Program Assessment

The proposed degree program will be assessed in accordance with the IBHE staff requirements at the end of the third year of operation. A summary of the third year assessment will identify accomplishments and challenges to be addressed to strengthen the program. The program will participate in the University's well established program review process within a cycle of eight years consistent with the IBHE program review policy for public universities. Typically, the program review process addresses many assessment topics, including the survey of alumni and employers of graduates, retention and degree completion rates, the number or

percentage of the program's graduates employed in the discipline or occupation, and compliance with national and professional standards in the discipline. 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 them.

### **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 University's main library has a large collection of specialized library materials, including books and journals currently used to support the existing research focused master's degree in civil engineering, which requires the completion of a thesis. At this time, there is no need for additional library materials to support the proposed program. Should there be an unmet need, the resources will be acquired through reallocation of existing resources in the Department, College, or University.

#### **Technology and Instructional Resources**

SIUC maintains up-to-date and sufficient instructional resources, including laboratories and electronic resources that will support the delivery of the existing bachelor's and master's programs in civil engineering, as well as this program. The resources include Blackboard™ and WebBoard software used for instruction and faculty development.

### **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 for the proposed M.E. in Civil and Environmental Engineering will be taught by a combination of regular and part-time faculty members. Regular faculty will have primary responsibilities for the program and they will consist of tenured and tenure-track faculty with doctoral degrees in their relevant disciplines.

Over 15 existing graduate faculty will support the proposed degree program. 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 a graduate faculty is conducted regularly by the Graduate School in conjunction with the University's program review process. In addition, 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, and the promotion and tenure decisions, of regular faculty. The evaluation results also are considered in contract renewal decisions 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 M.E. in Civil and Environmental Engineering. The resource table submitted with the proposal indicates that the total budget for the Department of Civil and Environmental Engineering which will be responsible for the proposed program is about \$1.5 million during the next five years. These resources, in addition to tuition and fees for the program, are considered sufficient to support the existing bachelor's and master's programs in civil engineering as well as the proposed program.

### **Accreditation and Licensure**

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

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

The University's Master and Baccalaureate programs in Civil Engineering are accredited by the Accreditation Board for Engineering and Technology (ABET) as other engineering programs offered by the University. It is expected that the proposed program also will be ABET accredited.

### **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 SIUC's M.E. in Civil and Environmental Engineering, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, [www.siu.edu](http://www.siu.edu). Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information may be available from the College of Engineering upon request.

**Staff Conclusion.** The staff concludes that the Master of Engineering in Civil and Environmental Engineering program proposed by Southern Illinois University Carbondale 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 Program Title:** Bachelor of Arts in Liberal Arts and Sciences in Gender and Women's Studies in the Prairie Region

*Projected Enrollments:* The University projects that fall enrollments in the proposed program will grow from 60 students in the first year to 125 students in the fifth year and beyond.

### **Background**

The University of Illinois at Urbana-Champaign (UIUC or University) requests authority to grant the Bachelor of Arts in Liberal Arts and Sciences (B.A.L.A.S.) in Gender and Women's Studies in the Prairie Region. As a concentration under the Interdisciplinary Major, Gender and Women's Studies has three decades of strong development. Like other Gender and Women's Studies programs, the program emerged as the academic arm of the women's movement of the late 1960's. Since the establishment of this concentration, student demand has continued to increase, from a graduation rate of four in 2004 to 16 in 2008. Unlike other Gender and Women's Studies programs across the nation, the UIUC program has remained under the interdisciplinary studies framework. Students have expressed a strong interest in having this program of study clearly identified in its own right, and the campus is ready to respond to this demand by offering the B.A.L.A.S. in Gender and Women's Studies as an independent degree program.

### **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.*

By centralizing gendered analysis in the curriculum, faculty help students to understand the centrality of gender, race, ethnicity, and sexuality in social, political, and economic life locally, nationally, and globally. The proposed program will help Illinois develop women leaders, as well as make all workers and leaders aware of the gender dynamics of the workplace

and the necessity of challenging outmoded gender biases in order to enhance economic development. The proposed program is expected to improve teaching and learning at all levels by providing up-to-date information and analysis about women and gender that can help pre-service and in-service teachers build better curricula in many disciplinary areas.

### **Comparable Programs in Illinois**

A bachelor's degree in Gender and Women's Studies has become an expected offering within the Liberal Arts and Sciences curriculum. Nearly all the institutions in the Committee on Institutional Cooperation offer an undergraduate degree in this field, including the University of Illinois at Chicago, as do several other schools in Illinois, including DePaul, Western Illinois University, Northeastern Illinois University, and Illinois Wesleyan University. As the state's flagship institution, UIUC must continue to respond to current educational trends and, whenever possible, lead the way in undergraduate as well as graduate education. The Gender and Women's Studies program at UIUC has been operating efficiently and effectively and should be recognized, as is the case among peer institutions, as a growing, dynamic, and independent field of study. The program is comparable to those offered by other major universities in the number and reputation of its faculty, but it also is distinctive in its strengths, which include sexuality studies, transnational studies, media studies, and popular culture, and a developing curriculum in science and technology studies.

### **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.*

Gender and Women's Studies, situated in the tradition of Liberal Arts and Sciences, is dedicated to developing core skills and competencies that define the humanities and social sciences. The Gender and Women's Studies curriculum focuses on critical thinking skills, including critical evaluation of evidence and argumentation, critical evaluation of reasoning and methodology, and critical evaluation and application of moral and ethical beliefs and practices.

The Gender and Women's Studies program is well-established at the Urbana-Champaign campus and has long-standing relationships with many other departments. In addition to 18 core faculty, the program has 70 faculty affiliates representing nine different schools and colleges and 32 departments and programs. This broad base of scholars teaches over 50 courses cross-listed with Gender and Women's Studies. The program continues to serve as a resource for faculty and students with interests in the study of gender and/or sexuality and, more broadly, acts as a catalyst for interdisciplinary approaches to education across campus. The Gender and Women's Studies program has developed especially strong ties to the ethnic studies programs on the Urbana-Champaign campus through joint hires, cross-listed courses, and programming that addresses issues of diversity.

The Gender and Women's Studies program has cultivated strong, collaborative relationships with a number of campus units that address issues of gender and sexuality, including Women and Gender in Global Perspectives, the Office of Women's Programs, and the Office of Lesbian/Gay/Bisexual/Transgender Concerns. The program is consulting with the Women in Engineering program in conjunction with the development of its science and technology curriculum.

This major prepares students for graduate study and for work in non-profit and service agencies where an understanding of and sensitivity to the experiences of diverse populations is imperative. Such understanding has become vital in education, law, social work, and business, as well as in local, state, and federal governments.

### **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 who are accepted into the LAS meet the admission requirements for the Gender and Women's Studies major.

### **Curriculum**

Students majoring in Gender and Women's Studies examine the ways in which the categories of sex and gender have structured human societies and cultures, past and present. The interdisciplinary curriculum of Gender and Women's Studies explores women's and men's cultural identities and social roles in relation to race, ethnicity, sexuality, class, and globalization. The program provides both a broad and a deep approach to theory, research, and multidisciplinary study.

The major in Gender and Women's Studies builds critical thinking, writing, and oral communication skills, combining self-exploration with intellectual development. Because of its interdisciplinary focus, the major in Gender and Women's Studies means that students develop a broad range of knowledge and practical skills. Students have multiple opportunities to work closely with professors on individually designed research projects, making the major a clear choice for students who plan to attend professional or graduate schools. The major also prepares students who seek employment in non-profit, public policy, or social service agencies.

The major in Gender and Women's Studies requires 120-semester hours of coursework to earn the B.A.L.A.S. degree, which includes the LAS' general education core. The major requires a common core of 15 hours providing a foundation in the issues, concepts, and methods in gender studies. Students select 18 hours of electives in consultation with the Gender and Women's Studies advisor. An additional 12 hours of upper-division coursework is required for graduation.

### **Assessment of Student Learning Outcomes**

Gender and Women's Studies, situated in the tradition of Liberal Arts and Sciences, is dedicated to developing core skills and competencies that define the humanities and social



sciences. Gender and Women's Studies courses centralize critical thinking skills, including critical evaluation of evidence and argumentation, critical evaluation of reasoning and methodology, and critical evaluation and application of moral and ethical beliefs and practices.

The major in Gender and Women's Studies carries on the traditional forms of inquiry of liberal arts and sciences as they apply to issues of gender and sexuality, understanding that these key social categories are also informed by social class, race, ethnicity, religion, and disability, among others. Candidates for the proposed degree will complete a capstone course resulting in the production and defense of an undergraduate thesis under the direction of a faculty advisor. The thesis will consider the relationship between theory and research in gender studies and feminist scholarship, will demonstrate methodological knowledge, and will provide research experience.

#### Program Assessment

Measures used to assess student learning, curriculum, and instruction include the following:

- quality of final capstone projects as evaluated by the faculty;
- analysis of information from exit interviews, and;
- analysis of information from online surveys of former students, which will include the number of those who applied to and were accepted into graduate or professional schools; number of those who were hired and types of employment; and relevance of major to career and personal life.

#### 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 Gender and Women's Studies program currently offers an interdisciplinary major and will draw on the same resources to offer the proposed undergraduate major, including faculty/staff offices and the conference/classroom in the Gender and Women's Studies building, as well as offices and classrooms currently maintained in other buildings. One of the most important resources is the University of Illinois Library at Urbana-Champaign, which has the most comprehensive single collection for women's studies in the state and the surrounding region. The annual budget for women's studies materials is approximately \$25,000. This money is used to purchase books, audio-visual materials, serials, and other resources when requested. In addition to its vast collection of monographs and periodicals, the library subscribes to several important databases for women and gender studies including GenderWatch, Contemporary Women's Issues, Women's Studies International, and LGBT Life. These databases provide access to the citations and full texts of journals, magazines, newsletters, reports, proceedings, books, chapters, and dissertations.

## **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 institutional resources are already in place to continue to develop and maintain a quality undergraduate Gender and Women's Studies major. The University has nationally and internationally recognized faculty and affiliates who are involved regularly with teaching courses in the current interdisciplinary major. The Women's and Gender Studies librarian meets regularly with students to encourage and aid their research, the University's library provides substantial research resources for gender studies, and the program continues to draw high-quality students.

## **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 resources are required to offer the proposed degree program. The Gender and Women's Studies program has been offering the interdisciplinary major since 2003. Although enrollment is expected to increase after the IBHE approval, the current faculty and courses will be able to meet the demand. The program has grown substantially over the past five years, increasing its FTE from 4.1 in 2002 to 8.75 in 2008. Over this same period, the number of undergraduate courses the program offers has nearly doubled, from 11 in AY 2002-03 to 21 in AY 2007-08. The number of permanently cross-listed courses offered by other departments has also increased from 31 to 45.

## **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.*

No program-specific accreditation or licensure of graduates is required for the proposed B.A.L.A.S. in Gender and Women's Studies.

### **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 UIUC's B.A.L.A.S. in Gender and Women's Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as UIUC policies, will be published on the University's website, [www.uiuc.edu](http://www.uiuc.edu). Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Liberal Arts and Sciences in Gender and Women's Studies program 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.

**Proposed Program Title:** Master of Studies in Law in the Prairie Region

*Projected Enrollments:* The University has projected fall enrollments in the proposed program will remain level at four students enrolled in the program each year.

### **Background**

The University of Illinois at Urbana-Champaign (UIUC or University) seeks authority to offer the Master of Studies in Law (M.S.L.) in the Prairie Region. The proposed M.S.L. is a one-year, nonprofessional, terminal degree program designed for those who have had no legal training and who do not desire a professional law degree. The M.S.L. degree is designed to permit non-lawyers and scholars in other disciplines to obtain a basic familiarity with legal doctrine and to explore the relation of law to their disciplines by introducing them to the foundations of the legal system, the basic modes of legal argumentation and analysis, legal procedure, and the substantive law of selected areas.

Planning for the M.S.L. degree arose at the College of Law in association with the College's 2006 Strategic Plan and its strategic goal of integrating the law school into the larger University community. This degree program is part of a package of initiatives that include the Juris Doctor (J.D.) and Doctor of Philosophy (Ph.D.) programs, undergraduate courses, and a projected minor in law. These programs seek to increase the stature and impact of the College of Law and capitalize its presence on the campus of a leading public research 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 M.S.L. degree provides residents of the region and state with the ability to secure affordable access to quality legal education, enhancing their legal understanding in areas of business law, health law, intellectual property law, employment law, tax law, and other fields. In addition to providing current administrators, business owners, journalists, and others with a strong orientation in the law, the proposed M.S.L. degree would equip persons to succeed in a number of fields projected to grow considerably in the State of Illinois in the coming years, including compensation and benefits and health care administration.

The proposed M.S.L. degree would strengthen the qualifications of persons already holding positions in business and industry, including franchisees, administrators, purchasing agents, and others. It also would equip persons to succeed in a number of fields projected to grow considerably in Illinois.

## **Comparable Programs in Illinois**

The M.S.L. degree is offered at certain elite law schools, including Yale and Stanford Universities. Four of the eight law schools in the State of Illinois currently offer degrees roughly analogous to the program proposed. Northwestern University School of Law offers an M.S.L. in International Human Rights, which, given its subject matter, is conceptually different from the proposed degree. The John Marshall Law School offers Master of Science degrees focusing on specialty areas, including information technology, tax, employee benefits, and intellectual property. Loyola (Chicago) School of Law offers a Master's of Jurisprudence degree. These three programs predominately serve the Chicago area. Southern Illinois University School of Law offers a Master of Studies in Law, with one version of the degree program based on a general curriculum and one focused on health law and policy.

The proposed M.S.L. degree at UIUC would serve the region of East-Central Illinois, encompassing Bloomington-Normal, Champaign-Urbana, Danville, Decatur, Effingham, Peoria, Springfield, and other urban and rural areas. Given the stature of UIUC and the comprehensiveness of its course offerings, the University anticipates attracting applicants from outside the region and from other states as well.

## **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 program would afford an opportunity for those on the UIUC campus, the local and regional community, and elsewhere to enhance their own professional and scholarly goals while also enriching the College of Law with the presence of students with well developed expertise in other disciplines. The M.S.L. degree will increase access to legal education for individuals who seek legal knowledge in areas such as business law, health law, intellectual property law, employment law, and other fields, but who may lack the time or funding to pursue the traditional

three-year law degree. The proposed program would advance the University's strategic goals of developing professional master's programs in areas of pressing need, enhancing the University's presence in the state and local community, increasing access to the University's educational resources, and increasing the diversity of the University's student population.

### **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**

All persons holding a bachelor's degree will be eligible to apply for admission to the M.S.L. program, and admission will be granted to a limited number of students on a competitive application basis. Although not a requisite to application or admission, applicants with an advanced degree or significant work experience will receive favorable consideration in admissions decisions.

### **Curriculum**

M.S.L. students will take course work from the same curriculum offerings available to (and in the same classes as) J.D. students. To obtain the M.S.L. degree, program students must successfully complete 30 hours of credit in graduate-level law courses, including all required courses, and complete a faculty-supervised research project. These courses will include those designed to provide a solid grounding in the law, including legal writing and analysis and first-year courses, as well as advanced courses in specific subject areas. Students will confer with the Dean of Students and the Associate Dean for Academic Affairs in selecting a course of study that best suits their academic goals.

### **Assessment of Student Learning Outcomes**

Students will be assessed in the same manner as J.D. students: in their legal writing classes, through careful evaluation of written exercises, and in their substantive law classes, through examinations given at the end of each semester. Depending on the mode of evaluation selected by the professor, students also may be assessed based on the quality of their performance in class.

### **Program Assessment**

The program will be reviewed on a yearly basis by the Dean, the Associate Dean for Academic Affairs, the Assistant Dean for Admissions and Financial Aid, and the Dean of Students. Measures to be used will include future employment, career advancement, graduation

rates, and student satisfaction with the program. The program will be assessed as part of the routine IBHE program review process.

#### **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 anticipates that M.S.L. student demand for Library services will be principally met through the Law Library, which has sufficient capacity to serve the needs of the limited number of anticipated M.S.L. students.

All College of Law students are required to own a personal laptop computer for use as a College of Law student. The only College computer resources affected by the M.S.L. program, therefore, are network and server capacity and computing staff. Because it is anticipated that only a few students each year will be admitted to the M.S.L. program, these students can be accommodated by existing computing staff and resources.

#### **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.*

Current College of Law faculty and staff levels will fully accommodate the M.S.L. program.

#### **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.*

With students admitted to the program being integrated into existing courses and services, no new expenditures are designated for the program.

### **Accreditation and Licensure**

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

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

Although American law schools are accredited by the American Bar Association (A.B.A.), the A.B.A. does not accredit master's programs. Accordingly, there is no programmatic accreditation process that is required or contemplated. The program does not prepare graduates for entry into a career or profession that is regulated by the State of Illinois.

### **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 UIUC's M.S.L. program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as UIUC policies, will be published on the University's website, [www.uiuc.edu](http://www.uiuc.edu). Comparable information about the program will be published in hard copy in the University's Graduate Catalog.

**Staff Conclusion.** The staff concludes that the Master of Studies in Law program 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 Arts in Anthropology in the Western Region

*Projected Enrollments:* The University projects that fall enrollments in the Bachelor of Arts in Anthropology will grow from 10 to about 30 students by the fifth year.

## **Background**

Western Illinois University (WIU or University) requests authority to establish the Bachelor of Arts (B.A.) in Anthropology with a concentration in Environmental Issues to provide graduates of the program with greater understanding of human biological and cultural diversity and thus possess the skills necessary to successfully navigate the rapidly changing global environment. As a dynamic major, the program's curriculum will address many topics related to resources sustainability, such as forensic and environmental anthropology, public archaeology, law enforcement and justice administration, and gender differences. The proposed program will build upon the University's successful and popular minor in Anthropology, which has been offered for nearly three decades. The faculty responsible for the program will continue to offer courses that support other programs at the University, including Sociology, Forensic Chemistry, and Forensic Psychology.

## **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.*

Fall enrollments in the proposed B.A. in Anthropology are projected to grow from 10 in the first year to about 30 in the fifth year. A minimum of 12 students are expected to graduate from the program annually in the fifth year and beyond. A survey conducted by the anthropology faculty in 2006 found that approximately 100 students out of 234 enrolled in the Anthropology minor would be interested in studying for a B.A. degree in Anthropology if the program were offered by the University.

Growing demand for graduates of anthropology programs in Illinois and the U.S. has been documented since 1995, when more anthropology degrees were awarded in the U.S. than in any other single year. According to the American Anthropological Association, in the last two years, the number of bachelor degrees in Anthropology has increased in the nation by an additional 56 percent. The Association's survey also documented that graduates of baccalaureate programs in anthropology were successful in careers in many occupations, including law, social work, business, public administration, health care, human rights advocates, and social service professions. The February 18, 1999 issue of *USA Today* ("Money" section) indicated that emerging and aspiring executives of many corporations were graduates of anthropology programs, listing executives of Citicorp, Hallmark, Hanseatic Group, Hauser Design, Koss, and Motorola as examples. The success of graduates of anthropology programs has led to high enrollments in anthropology programs. Student demand for the proposed program is expected to mirror the national trend.

Furthermore, an increasing number of marketing firms are hiring B.A. graduates with Anthropology degrees because of their skills in studying human behavior in cultural context and navigating the rapidly emerging global economy.

## **Comparable Programs in Illinois**

All public universities in the state except the University of Illinois at Springfield and Western Illinois University offer Bachelor's programs in Anthropology. Many independent colleges and universities in the state also offer similar programs. As documented by the



American Anthropological Association, the popularity of anthropology among students and employers continues to grow.

### **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 B.A. in Anthropology are consistent with WIU's overall mission and its focused mission to pursue statewide goals and priorities. The University's focused mission includes:

- supporting a comprehensive general education curriculum that emphasizes baccalaureate degrees in selected education and professional areas while maintaining strong arts and science programs;
- sustaining a campus environment in which instructional, research, and service activities meet the needs of a diverse student body and workforce; and
- serving the educational and cultural needs of west-central Illinois and providing off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center.

The field of anthropology continues to be one that responds and adapts to changing global cultural climate and social change. It focuses on the social and biological development of humans in all aspects of their lives, including primate and human evolution, societies of the past, modern and cultural adaptation, ecological change, and the impact of technology and cultural interaction. Courses in the program will stress critical thinking and application of theory to "real world" questions and issues facing human society by integrating traditional anthropological knowledge, as well as understanding gained from a host of related humanistic and scientific fields.

The objectives of the B.A. in Anthropology are to:

- train students to understand human behavior and social problems from a holistic perspective;
- enable students to understand the link between human biological diversity and evolutionary adaptation;
- ensure that students understand human diversity as an adaptation to different environments; and
- train students to apply the holistic approach of anthropology to problems, issues, and opportunities.

### **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 B.A. in Anthropology, an applicant must submit: a) current official transcript(s) including coursework completed in college; b) proof of a high school graduation; and c) ACT or SAT tests scores, except applicants who have been out of school for five years or more.

The typical student admitted as a freshman will have completed a college preparatory curriculum, with electives including subjects such as art, film, foreign language, music, speech, religion, and theatre.

Preference in admission will be given to applicants who have excelled academically and demonstrated readiness for a rigorous college experience. Co-curricula, leadership, and volunteer experiences may be taken into account.

### Curriculum

The curriculum for the B.A. in Anthropology consists of a minimum of 120 semester hours, including courses for the major, general education, and electives. The required core courses cover four topics: Introduction to Cultural Anthropology, Introduction to Physical Anthropology and Archaeology, Anthropological Theory, and Sociolinguistics. The required methodological course may be in Applied Anthropological Methods or Archaeological Field Methods. One directed course is in World Culture Regions or Native North American Cultures. The remaining degree requirements are to be selected with the approval of the student's academic advisor from a list of over 20 courses, including Laboratory Analysis of Archaeological Materials; Language and Culture; Gender, Race and the Environment; Anthropology, Law, and Human Rights; Forensic Anthropology; Ethnobotany; Environmental Anthropology; Special Topics in Anthropology; and Seminar in Anthropology.

After completing the curriculum, each student will be able to demonstrate the following accomplishments: (a) display an informed understanding of the four fields of anthropology (cultural, physical/biological, archeological, and linguistic) and the benefit of a holistic approach to understanding global issues; (b) identify and use a variety of methodological approaches to the study of anthropology; (c) demonstrate a firm understanding of a wide variety of theoretical traditions that influence anthropological understanding and interpretations; and (d) communicate well both orally and in writing, within the framework of anthropology.

### Assessment of Student Learning Outcomes

The program faculty will promote student learning in the program through a variety of strategies, including:

- *Pedagogical Strategies* through monitoring of student progress (including essay examinations and research papers), direct faculty mentoring, and an extensive multi-media resources developed by the faculty to provide students with visual experience of a wide variety of anthropological phenomena;

- *Appropriate Curriculum and Sequencing of Courses* through maximizing of course structure and content to ensure breadth and depth within a four-year period to complete the program by full-time students;
- *Measuring Student Learning and Academic Performance* through advising and faculty mentoring while testing for important skills in the discipline, such as utilization of research methods, mastery of essential discipline content, and communication; and
- *Promoting Faculty and Student Contacts* through one-on-one working relationships between faculty and students within the context of special projects and research activities. Current anthropology faculty responsible for the Minor in Anthropology are known for maximizing faculty/student interaction, and they have made mentoring a key component in preparing students to excel in post-graduation career choices.

The program's faculty also will assess student learning in the program by taking a variety of measures into account, such as each student's grades at the end of each semester, student retention in the program, and student strengths and weaknesses when the senior project or paper is completed and defended. Individually or in combination, these measures are designed to test important skills the student has learned, including oral and written communication, facility with different modes of research in the discipline, and mastery of core content. Any student experiencing academic difficulties will be provided needed assistance, such as advising, mentoring, tutoring, and assistance in research in the field.

#### Program Assessment

Each course in the program will be evaluated by students in the class at the end of the semester, and the evaluation results will be a part of the assessment tools of the program to assess faculty teaching effectiveness of each course. Graduates of the program and their employers will be surveyed periodically, and the outcomes will be used to improve the program. In addition, both the College of Arts and Sciences and the University require an annual assessment of all academic majors. The assessment of this program will include student satisfaction with the program, relevance of courses offered to current trends in the discipline, and plans for program improvement. The University routinely provides all academic departments with program data related to student retention, grade analysis, graduation rates, and time to degree completion.

Faculty members in each department are evaluated regularly, and the outcomes are used for faculty development, as well as promotion, compensation, and tenure decisions. These will be applicable to faculty of the anthropology program.

As required by the IBHE, the University will submit a progress report about the new program at the end of the third year. The proposed program will participate in the University's eight-year program review cycle. A summary of the program review highlighting the program's strengths and weaknesses, as well as steps that will be taken to address any major problems in the program, will be submitted to the IBHE with summaries of other programs reviewed in the same cycle.

#### **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.*

Western Illinois University has indicated that there is currently sufficient resources (such as classrooms, offices, laboratories) to support the new program. The thirty-year history of the successful minor in anthropology at the University and years of planning for the proposed program have provided and prepared needed facilities and equipment for the program.

## Library

The Malpass Library, the University's main library, has a large collection of anthropological books, journals (electronic and hard copies) and films to support this major, including subscriptions to most of the primary journals in the discipline. The current subscriptions and holdings will be supplemented with additional new funds from the College of Arts and Sciences to pay for additional journals, including *Missouri Archaeologist*, *Journal of the Iowa Archeological Society*, *Plains Anthropologist*, *Historical Archaeology*, *Human Organization*, *Journal of Ecological Anthropology*, and *Journal of Ethnobiology*. Should need for additional resources arise in the future, the Department, the College, or the University will meet it with new funds or reallocation of existing resources.

## Technology and Instructional Resources

Although the proposed program will be offered primarily on campus, distance education and online resources and equipment currently used by the College and the University are sufficient to support the proposed program. WIU is well-equipped with instructional technology and the requisite faculty expertise to support the program. It has been a state leader in the application of instructional technology.

## 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.*

Four current faculty members (two associate professors and two assistant professors) have the necessary qualifications to meet the program's needs, with Ph.D's in the discipline earned from the University of Chicago, the University of Florida, the University of Iowa, and the University of Georgia. Their curricular assignments will meet the needs of full-time students graduating within four years.

The existing support staff within the Department of Sociology and Anthropology also will support the proposed program sufficiently.

## **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 B.A. in Anthropology. The program will be funded through existing resources and reallocated resources. The proposal indicates that resources to support the program will grow from \$196,676 in the first year to approximately \$242,272 in the fifth year of operation. These resources will include reallocated resources in the amount of \$6,884, \$29,039, \$1,920, and \$7,753 in the second through the fifth year. Any unforeseen resource need for the program will be addressed by reallocations from the College or the University.

## **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 baccalaureate programs in anthropology. However, WIU is accredited by the Higher Learning Commission of the North Central Association, which covers all degree programs offered by the University.

## **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 WIU's B.A. in Anthropology, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as university and the College of Arts and Sciences policies, is published on the University's website, [www.wiu.edu](http://www.wiu.edu). Comparable information is published in hard copy in the University's Undergraduate Catalog. Similar information will be available from the College of Arts and Sciences or the Department of Sociology and Anthropology upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Anthropology 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 Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Automotive Technology in the Chicago Region and Master of Engineering in Civil and Environmental Engineering in the Southern 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 the University of Illinois at Urbana-Champaign authorization to grant the Bachelor of Arts in Liberal Arts and Sciences in Gender and Women's Studies and the Master of Studies in Law in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

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