

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

Submitted for: Action.

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

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

Governors State University

- Bachelor of Health Science in Community Health in the South Metropolitan Region
- Master of Arts in Criminal Justice in the South Metropolitan Region

Northern Illinois University

- Bachelor of Science in Applied Management in the Fox Valley, North Suburban, West Suburban, Chicago, South Metropolitan, Central, and Western Regions
- Doctor of Philosophy in Geography in the Fox Valley Region

Southern Illinois University Carbondale

- Bachelor of Science in Sport Administration in the Southern Region

University of Illinois at Chicago

- Child and Family Development Center in the Chicago 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.

Governors State University

Proposed Program Title: Bachelor of Health Science in Community Health in the South Metropolitan Region

Projected Enrollments: The University has projected that enrollments in the proposed baccalaureate program will grow from 25 majors in the first year to 75 majors in the fifth year. It estimates that 25 degrees will be awarded annually in the fourth year and beyond.

Background

Governors State University (GSU or University) requests authority to offer the interdisciplinary Bachelor of Health Science in Community Health in the College of Health and Human Services to increase the number of programs in the health professions beyond the existing bachelor's programs in communication disorders, nursing, and health administration to meet the growing need for health programs in GSU's home region. The proposed program is designed to prepare students to plan and manage health services in local community settings, including the coordination of related support services, such as public health, community health services and delivery, health behavior and cultural factors, health education, and disease prevention. The University is dedicated to eliminating health disparities in its home region by providing educational opportunities for those who seek to improve the quality of health care available to vulnerable populations. The goals of the program are consistent with the goals and mission of the College of Health and Human Services and 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 College of Health and Human Services' mission focuses on addressing health disparities among vulnerable populations from culturally and linguistically diverse health educators and service providers in the South Metropolitan Region. The growing number of elderly, nursing home residents, and people serviced by community outreach programs in the Southland Region requires individuals to be prepared to enter the workforce serving these populations.

According to the Department of Labor Statistics, for 2008-2009, the rising cost of health care has increased the need for adequately trained health educators. Both private and public organizations are cognizant of the fact that educating people to live healthy lives and avoid costly treatments for illness are ways to curtail the rising cost of health care. A 2008 study released by the Trust for America's Health showed potential savings of \$708 million over a five year period for the State of Illinois through implementation of effective disease prevention programs.

Health promotion educators, such as those who will be trained by the proposed program, educate the public on such issues as HIV, lung cancer, and heart disease, by promoting healthy lifestyle changes. The growing population of seniors in the Chicago Southland Region (which consists of 62 south and southwest suburbs) also requires professionals to address their needs and promote healthy lifestyles targeted to this population.

The *Occupational Outlook Quarterly* indicates that the emphasis on health education has been coupled with a growing demand for qualified health educators. In the past, it was thought that anyone could do the job of a health educator, and the duties were often given to nurses or other health professionals. In recent years, however, employers have recognized that those trained specifically in health education are better qualified to perform those duties. As a result, demand for health professionals with a background specifically in health education has increased in most industries.

Comparable Programs in Illinois

The only baccalaureate level program in community health in the state is offered at the University of Illinois at Urbana-Champaign: the B.S. in Community Health. Northeastern Illinois University's B.A. in Health and Wellness is related, but differs significantly from the proposed Bachelor of Health Science in Community Health in that it focuses on school-based health programs.

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 Bachelor of Health Science in Community Health program is designed to prepare students to plan and manage health services in local community settings, including the coordination of related support services. The curriculum will include instruction in public health, community health, community health services and delivery, health behavior and cultural factors, human services with a focus on aging, health communication and promotion, environmental health, family and community health, and health education. These objectives will support and strengthen related existing programs at the University, such as the bachelor's programs in nursing, communication disorders, and health administration. The objectives are congruent and support the mission of the College of Health and Human Services and the University.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of 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

Prospective applicants for admission to the program must have a minimum GPA of 2.25 out of 4.0 in 60 hours of transferrable credits from a regionally accredited institution, and must have earned the associate degree. The University does not offer any program below the associate degree level and therefore, students at the freshman and sophomore levels are not admitted by the University.

Curriculum

The curriculum for the interdisciplinary Bachelor of Health Science in Community Health consists of at least 120 semester hours, including general education courses and courses for the program major. The program is designed to provide students with a broad-based community health education that will prepare them for a variety of career opportunities in health and human service fields. A required 24-hour core curriculum in the major must be completed by every student in the program. The required courses include: Introduction to Community Health, Health Statistics, Health Care Organizations, Introduction to Epidemiology, Medical Sociology, Health Planning and Research, and Ethics in Healthcare. Each student will select one of four tracks for customization of the program: Long Term Care, Healthy Aging, Health Education in the Community Setting, or Pre-Occupational Therapy. Course requirements to complete each track vary from 27 to 30 semester hours. Courses to support the program will be drawn from many disciplines, including health science, community health, science and nursing, statistics, and ethical principles.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes processes for this program was developed in accordance with the public health goals of the U.S. Department of Health and Human Services in Healthy People 2010. The goals are related to community health promotion programs, culturally appropriate and linguistically competent community health promotion, and older adult participation in community health promotion activities.

By the time each student completes the program, he or she should have demonstrated the ability to:

- plan, develop, and implement community health education programs using a variety of strategies to improve the health status of the community as an aggregate population;
- conduct assessments of health needs and resources at both individual and community levels, including an analysis of social and political barriers that may impede health promotion efforts;
- identify, analyze, and interpret factors influencing people's health status through a strong grounding in social and behavioral theory;
- demonstrate competency in working with diverse cultures and communities;
- identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies to meet the needs of clients;
- articulate the ethical and legal principles that inform health education practice; and
- meet admission requirements for selected advanced health and human services professional programs, such as occupational therapy, health administration, and public health.

Other measures that will also be used include student grades and GPAs, time to degree completion, and other feedback from the program's faculty members.

Program Assessment

Consistent with the IBHE staff requirements, GSU will submit a progress report on behalf of the proposed bachelor's program of Health Science in Community Health at the end of the third year of operation. The report will summarize key areas of accomplishments and challenges that remain to be addressed. As in other degree programs at GSU, the program faculty will participate in the University's eight-year program review process to assess the program using multiple indicators to determine its strengths and weaknesses. Factors that will be considered in the assessment include faculty research and scholarship, retention and graduation rates, the level of alumni and employer satisfaction with the program, percentage of graduates employed in the relevant industries and occupations, and career advancement achieved by graduates. A summary of the program review, including the program's strengths and weaknesses, as well as steps that will be taken to improve 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 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 Library collection has 30,000 titles related to the health sciences and another 4,500 related to nursing. Over 2,300 periodical subscriptions, in print and online, are available. Over 75 electronic databases licensed and published through the library's webpage are accessible on and off campus. The department receives support from a tenure-track librarian maintaining the collection and identifying and locating resources needed for scholarly work. The University's participation in the online catalog databases (I-share) enables students and faculty to search and borrow materials from the holdings (exceeding 16 million titles) of 65 participating academic and research libraries in Illinois. All students receive a library orientation conducted by the library faculty member after they are admitted to any of the College of Health and Human Service's programs.

Technology and Instructional Resources

The University's existing baccalaureate and graduate programs related to health professions, such as programs in communication disorders, health administration, nursing, and occupational therapy, have enough technology and instructional resources to support the proposed program.

If approved, the Bachelor of Health Science in Community Health will have access to needed university classrooms and various other spaces and facilities, such as the academic computer center, lecture halls and laboratories, including a skills lab and other dedicated classrooms. Students will be able to take online or web hybrid courses and have full online access to the University's library, writing center, and student resources. Online students are eligible to access all on-campus resources that on-campus students use.

GSU's Academic Resource Center provides a range of student support services including the following: a counseling center, access services for students with disabilities, business and computer science tutoring, math, statistics, and science tutoring, and the writing center. In addition, GSU provides other student services and support, such as campus computing, career services, distance learning, and the Latino Center for Excellence.

The College of Health and Human Services has over 400 memoranda of understanding with outside agencies that support student internships. The wide range of possibilities enhances a student's ability to take the didactics and transfer their knowledge into practice.

All faculty members have private offices equipped with climate control features, phones and computers. The program is designed to provide economies of scale without negatively affecting other units on the campus.

Faculty and Staff

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

During the first year of operation, the program will be supported by one program coordinator and one lecturer, who will be supported by reallocation of existing funds in the College of Health and Human Services. In the second year, the lecturer position will convert to a tenure-track position, and a third tenure-track position will be added in the fourth year. All together, four faculty members will have primary responsibility for the program. There will be no need for additional support staff to serve the program, such as those responsible for serving students with disabilities in accordance with the American Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, because the existing staff will do the job.

This program is designed to provide economies of scale by using existing qualified tenure-track faculty with backgrounds in public health, health administration, social work, nursing, and long-term care to teach additional courses needed by students in the proposed program.

Faculty evaluation and reward structure are defined by the University, and they are applied regularly. They also will be applicable to the faculty responsible for this 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 upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new resources are needed to establish the proposed program. The program will be supported by existing resources in the College of Health and Human Services, in addition to internally reallocated resources. The University has indicated that resources to support the Bachelor of Health Science in Community Health will grow from \$250,000 in the first year to \$350,000 in the fifth year of operation and anticipates that tuition revenue will exceed the cost of the program operation no later than year three of the new degree. These funds will be used to support personnel, equipment, supplies, and services.

Accreditation and Licensure

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

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

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

There is no specialized accreditation for programs in health science in community health. All of GSU's degree programs are covered by the University's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about GSU's Bachelor of Health Science in Community Health, 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.govst.edu. Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog. Similar information may be obtained from the College of Health and Human Services.

Staff Conclusion. The staff concludes that the Bachelor of Health Science in Community Health program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

Proposed Program Title: Master of Arts in Criminal Justice in the South Metropolitan Region

Projected Enrollments: The University has projected that enrollments in the proposed M.A. in Criminal Justice program will grow from 20 majors in the first year to 60 majors in the fifth year. It is estimated that 20 degrees will be awarded annually in the fourth year and beyond.

Background

Governors State University (GSU or University) requests authority to establish the Master of Arts (M.A.) in Criminal Justice in the South Metropolitan Region. The proposed program will provide its graduates with the knowledge, skills, and abilities to develop, implement, and evaluate effective system and organization change (problem solving) and reform initiatives. The program will impart specific skills in areas such as research, evaluation, data analysis, and organizational leadership. In addition, the program will provide its students with a post-baccalaureate education in criminal and juvenile justice that serves a diverse community of students, meets the professional educational standards in the field, promotes research and critical scholarship, improves the administration of justice, and provides leadership and career advancement opportunities for human service professionals, especially those traditionally underserved by higher education. The M.A. in Criminal Justice will build on the University's existing and popular baccalaureate program in criminal justice, which enrolled 139 students in 2007 and awarded 58 degrees in fiscal year 2007.

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 Chicagoland South Suburban Region, where the University is located (and which reaches as far south as Kankakee and Iroquois Counties), comprises well over 100 police departments, probation offices, and correctional agencies, as well as other related organizations, with potentially over 1,500 students who would be interested in enrolling in the master's program. With the growing demand for higher education in the justice professions, and with only one state university offering the M.A. in Criminal Justice in the South Metropolitan Region, the proposed program will serve a current and growing need for post-baccalaureate education in criminal and juvenile justice. Research on crime and delinquency published between 1987 and 2008 clearly points toward multi-modal, multi-disciplinary, and multi-agency approaches to crime prevention, intervention efforts, and the treatment of criminal behavior. Focusing on turning justice professionals from passive to active change agents in their respective professions and organizations, the proposed M.A. in Criminal Justice provides the development of organizational and leadership skills, at a post-baccalaureate level, to effectively plan, implement, monitor, and evaluate complex programs and organizations, and to implement needed programs or system reform.

The region is undergoing rapid demographic and economic change. For example, a recent report by the Metropolitan Chicago Information Center noted that Will County experienced the largest percentage increase in Hispanic/Latino population of 40 percent from 2000 to 2005 compared to Cook and other surrounding counties. Will County also has experienced the greatest percentage of increase in population aged 16 to 64 over the same period. If these trends continue, the Will County population will double by 2020, and it will have a very diverse population. As these trends continue and their impact is felt in policing, the courts, probation, corrections, and human service organizations, the proposed M.A. in Criminal Justice will help meet the human resource needs in the region by preparing its students to actively engage in social, political, and justice-related agencies, organizations, and processes for the common good.

The *Bureau of Labor Statistics' Occupational Outlook Handbook for 2008-2009* (the Handbook) indicates that "Many law enforcement agencies pay all or part of the tuition for officers to work toward degrees in criminal justice, police science, administration of justice, or public administration and pay higher salaries to those who earn such a degree." Further, it forecasts that "overall opportunities in local police departments will be excellent for individuals who meet psychological, personal, and physical qualifications. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for federal jobs and private security jobs." The Handbook projects that employment outlook is quite good for those with postsecondary education in areas related to security and law enforcement, which are related to the proposed program's public safety emphasis.

Comparable Programs in Illinois

Currently, six public universities and four independent colleges and universities offer masters programs in criminal justice or criminal justice and law enforcement administration in Illinois. The largest programs are offered by the University of Illinois at Chicago, Loyola University, Lewis University, Chicago State University, Western Illinois University, and Illinois State University. The nearest of these programs to the University is Chicago State University, which is approximately 26 miles to the north. Most of these programs require a blending of theory, research, administration-oriented courses, and special topics, such as race and gender, law and society, as well as various options and concentrations. The proposed program will incorporate several of these conventions.

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.

Objectives of the M.A. in Criminal Justice are to provide a master's degree (a) at an affordable cost for criminal and juvenile justice students in the South Metropolitan Region; (b) that blends theoretical, research, and practical components of criminal justice; (c) that engages students in discussions, debate, critical thinking, and research pertaining to key challenges facing criminal and juvenile justice systems; and (d) that engages students in state-of-the-art skills and technologies related to criminal and juvenile justice systems. Additionally, students in the program will gain specific skills in areas such as research, evaluation, data analysis, and

organizational leadership, as well as knowledge about emerging trends in the criminal and juvenile justice systems, including diversity, recruitment, and workforce preparation.

The goals and objectives of the proposed program are consistent with the mission of the College of Arts and Science, which will administer the program, and also to the mission of the University.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of 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 into the M.A. in Criminal Justice program, an applicant must have earned a baccalaureate degree in criminal justice or a closely related field from an accredited college or university. In addition, the student must have a minimum cumulative undergraduate GPA of 2.75 out of 4.0, submit an essay summarizing his or her personal interests in pursuing the program, submit three letters of references, and meet the University's requirements for admission to graduate study. Any applicant not meeting these requirements may be granted a conditional admission until all deficiencies are met.

Curriculum

The curriculum for the proposed program consists of a minimum of 37 graduate-level semester hours, which include 16 hours of required core courses, 15 hours in one of four specializations, and six hours to meet the requirement of a thesis or an approved project. A student must complete a specialization in Understanding Crime and Deviance, Policy and Crime, Administration, Planning, and System Change Management, or Digital Forensics and Computer Security.

The 16-hour required core courses for the program comprise courses in the M.A. Seminar, Building Leadership, Theory of Crime and Deviance, Research Application, Criminal Justice System Organization Finances and Administration, and Justice and the Community.

Each of the four specializations is supported by a set of related courses. For example, courses for the specialization in Understanding Crime and Deviance are: Gangs, Guns, and Drugs, Juvenile Delinquency, Inductive Theory Building, Theory of Crime Prevention, and Social Location and Prejudice in the Justice System. Courses for the specialization in Digital Forensics and Computer Security are: Digital Forensics, Contemporary Issues in Digital Forensics, Advanced Technological Applications in Criminal Justice, Information Security, and Special Topics in Information Security.

Each student has an option to complete a six-semester hour master's thesis consisting of the thesis statement, theory and hypotheses, literature review, research design, data collection and analysis, findings, conclusions, limitations, and bibliography. The thesis must be approved by a committee of three graduate faculty members, including the thesis director. A student who selects the non-thesis option must complete six semester hours of a Directed Readings Option or a Problem Solving Option. Each option must be completed and approved by three graduate faculty members, including the committee chairman.

Assessment of Student Learning Outcomes

Assessment of student learning in the program will consist of a number of measures, including successful course and thesis or project completion. Each student will be expected to demonstrate competency in many areas of criminal justice, including:

- Comprehending and applying team-building strategies for justice related projects;
- synthesis of historical and current theoretical approaches explaining criminal behavior and organizational theory pertaining to justice-related organizations;
- application of planning, analysis, and problem-solving techniques in the discipline;
- knowledge of community-based, and multi-agency approaches to solving crime problems;
- application of research and strategic planning to solve crime problems;
- evaluation of the planning and implementation of crime problem-solving initiatives;
- application of leadership skills to develop a consensus around crime-and-justice related issues; and
- application of budgeting and planning skills for program development and implementation.

Academic advising, support, and tutoring will be provided to any student having academic difficulty.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit a progress report on behalf of the proposed M.A. in Criminal Justice program at the end of the third year of operation. The report will summarize key areas of accomplishment and challenges to be addressed to strengthen the program. As in other degree programs at GSU, the program faculty will participate in the University's eight-year program review process to assess the program using multiple indicators to determine its strengths and weaknesses. Factors to be considered in the assessment of this program include: faculty research and scholarship, percentage of students involved in faculty research or other projects, retention and graduation rates of students, student evaluations of instruction and program elements, the level of alumni and employer satisfaction with the program, percentage of graduates employed in the relevant fields, career advancement by graduates, and feedback from key justice system stakeholders, such as police chiefs, judges, and attorneys. A summary of the program review, including the program's strengths and weaknesses, as well as steps that will be taken to improve 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 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 library has extensive and diverse holdings that will support the M.A. in Criminal Justice program, including graduate research in criminal justice. The resources include *ProQuest Criminal Justice Periodicals Index*, *Criminal Justice Plus (ProQuest)*, *SocINDEX*, *Academic LexisNexis*, *Academic Search Complete*, *Criminology*, and *Homeland Security Digital Library*. The library also has a substantial collection of video tapes, DVDs, and interactive instruction on criminal justice, juvenile justice, and restorative justice. The University is a member of online catalog databases (I-Share), which enable students and faculty to search over 16 million title holdings of 67 academic and research libraries in Illinois. These and other library resources at the University, including other shared library resources, are sufficient to support the proposed program at the onset, although limited funding needed for additional books and scholarly journals will be developed when the program is approved by the IBHE. The journals will cover these areas: Criminology and Public Policy, Evaluation Review, Criminology, Justice Research and Policy, Interpersonal Violence, and Probation and Parole. The program will seek subscriptions to peer reviewed scholarly journals such as: *British Journal of Delinquency*, *Deviant Behavior*, *Family Violence*, *International Journal of Criminology and Offender Therapy*, *International Journal of Criminology and Penology*, and *International Review of Victimology*. In addition to these, the University will increase the availability of scholarly books for students in areas such as research methodology, and comprehensive professional literature in criminal justice.

Technology and Instructional Resources

The Division of Liberal Arts has an adequate staff of administrative and office support and a number of classrooms equipped as "SMART" rooms with videos, DVD, and internet capabilities. In addition, there are a number of high-technology computer laboratories available for computer applications, digital forensics, and other technology intensive classrooms. These resources will be sufficient to support online access of campus resources for students both on and off-campus.

The University's Academic Resource Center provides a range of student support services including: a counseling center, access services for students with disabilities, business and computer science tutoring, mathematics, statistics, and science tutoring, and a writing center. In addition, the University provides other student services and support, such as campus computing, career services, distance learning, and a Latino Center for Excellence. Finally, the Criminal Justice Society, the criminal justice student organization, is available to both graduate and undergraduate students. It provides students opportunities for career development, service learning, civic engagement, and program review. These and other resources should meet the needs of the proposed students.

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.

At this time, the faculty members who will support the M.A. in Criminal Justice include three tenured professors at the associate and full professor levels with doctoral degrees in criminal justice and sociology. They all have experience in teaching and advising students at the graduate level. In addition, the proposed program will hire two more faculty members in tenure-track positions as the program is implemented. Furthermore, the program will rely on several qualified adjunct faculty with J.D. or Ph.D. degrees to teach needed courses in the program.

Every course taught at the University is evaluated using student evaluation of instruction. Each trimester, the Chair of the Division of Liberal Arts shares the results of student evaluation for every instructor and discusses the outcomes with the relevant faculty member as appropriate. The evaluation results are factored into the review for faculty promotion and tenure. The results also may be used to make necessary improvements in the program.

All program faculty members are reviewed annually according to each division's criteria for promotion and tenure. The review covers teaching, research and publication, and service activities. Recommendations from the review are considered for promotion and advancement.

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 upon 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.A. in Criminal Justice program. The proposed program will be supported through internal transfer of existing University funds. Resources to support the program, including tuition and fees, are projected to increase from \$83,000 in the first year to \$164,000 in the third and fourth years of operation. These resources and existing resources in the University will be used to support the program in areas such as personnel, equipment (including computers for faculty), and services.

Accreditation and Licensure

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

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

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

There is currently no specialized accreditation or licensure in criminal justice. However, the University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

As planned, every six years, the Criminal Justice program will undergo an external review by the Academy of Criminal Justice Sciences (ACJS), or an equivalent external review committee, as a formal means of insuring and maintaining high program quality standards. The ACJS provides a certification review process to supplement the regional accreditation for colleges and universities by providing guidance for the internal and external evaluation of programs in criminal justice. The process includes a year-long self-study of a program's processes and outcomes. To be certified, a criminal justice program must provide evidence demonstrating compliance with all the ACJS requirements for certification. The proposed program was developed in consultation with the ACJS requirements and standards.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll.

(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about GSU's M.A. in Criminal Justice program, 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 Web site, www.govst.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information may be obtained upon request from the College of Liberal Arts and Sciences.

Staff Conclusion. The staff concludes that the Master of Arts in Criminal Justice program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

Northern Illinois University

Proposed Program Title: Bachelor of Science in Applied Management in the Fox Valley, North Suburban, West Suburban, Chicago, South Metropolitan, Central, and Western Regions

Projected Enrollments: The University projects that enrollments in the program will grow from approximately 48 students in the first year (consisting of 24 students for each of two emphases) to 220 annually in the fifth year of operation and beyond. The University expects to offer the first year of the program at Oakton Community College in Region 1 for students in the Public Safety emphasis and at Rock Valley College in Region 2 for students in the Computer Science emphasis. The University estimates that approximately 20 degrees will be awarded to students in the program in each emphasis in the third year and approximately 40 degrees will be awarded annually in the fourth year of operation and beyond.

Background

Northern Illinois University (NIU or University) requests authority to offer the Bachelor of Science (B.S.) in Applied Management in the seven higher education regions identified above to cohorts of students. At this time, the program consists of two emphases, computer science and public safety, which are currently in great occupational and student demand in the northern part of the state. Additional emphases may be added in the future depending on occupational and student demand. The B.S. in Applied Management is designed to meet the need for a baccalaureate degree-completion program in northern Illinois for place-bound adults who will be part-time students. Not only will the proposed program exemplify an important collaborative effort with the University's community college partners, but it also will meet the needs of a new population of transfer students who would be unlikely to attend NIU without this program. Serving students with A.A.S. degrees is not new for the University, which, for decades, has provided degree-completion opportunities for hundreds of students with A.A.S. degrees in nursing and technology programs. This program expands the availability of complete degree programs offered on community college campuses and addresses a growing interest in discipline-specific management preparation.

The proposed program will build on the University's strengths in computer science, business administration, accountancy, finance, management, marketing, operations management and information systems, political science, sociology, and the public administration. The B.S. in Political Science offers an emphasis in public law, and the B.S. in Sociology offers many courses in topics such as criminology, communities and crime, peace and social justice, and punishment and corrections. Faculty members in these programs were involved in the development of this program.

The University's faculty also worked closely with the faculties of Rock Valley College and Oakton Community College in developing the curriculum of the program to ensure that NIU's standards for quality general education, core competencies, and contents of each specialization, remain at the heart of the proposed program's requirements. NIU faculty also consulted with faculty at several other community colleges in the seven higher education regions in which the proposed program is to be delivered.

The proposed B.S. in Applied Management is strongly supported by 11 community college partners of the University and by the President of the Northeastern Illinois Public Safety Training Academy (the Academy), an intergovernmental agency comprising municipalities and police and fire departments in the Chicago metropolitan area. The President of the Academy, Mr. Joseph De Lopez, endorsed the B.S. in Applied Management degree completion project, describing it as "precisely the type of educational program our members need in order to advance in their careers." Mr. De Lopez and the Academy members also commended the fact that the program will allow public safety officers to take classes online when they cannot leave emergency stations.

The B.S. in Applied Management will not be offered at all seven targeted higher education regions simultaneously. After the program's initial offering at Oakton Community College in Region 1 and at Rock Valley College in Region 2, one section of each emphasis will be implemented in a different region each year. NIU's plan is to rotate courses for the program among the seven higher education regions as occupational and student demand require. By obtaining IBHE approval in all seven regions now, the University will be able to offer the program in a timely manner to meet the need for the program in northern Illinois.

Oversight of the B.S. in Applied Management program will be coordinated by the Office of the Provost at NIU in collaboration with an advisory group of faculty from the College of Business, the Department of Computer Science, and the Department of Political Science, which will offer courses for the current two emphases in computer science and public safety. The advisory group will be responsible for curricular changes, as needed, and for the implementation of the program's assessment plan. It is anticipated that courses for the program will be delivered in a variety of ways, including face-to-face, videoconferencing, blended format, and online. These varied approaches will meet the needs of working, place-bound students and will help to ensure that the program is cost-effective.

The goals and objectives of this program are congruent and supportive of the *Illinois Public Agenda's* priorities related to increasing postsecondary degree attainment and baccalaureate degree completion for working adults with associate degrees and others who are unable to complete their bachelor's degrees on university campuses. The goals and objectives also support the University's mission and priorities.

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 community colleges consulted regarding the disciplinary areas of greatest need in their constituencies identified computer technology/science and public safety as the two areas of highest priority. The colleges corroborated the needs of a new population of transfer students who are not currently served by NIU's existing on- or off-campus degree programs and who would be unlikely to attend NIU except for a program such as the proposed B.A. in Applied Management.

In March 2008, the Illinois Workforce Investment Board (IWIB) created an Information Technology (IT) Task Force to analyze and develop recommendations for Illinois to address its workforce development need for employees trained in information technology, including computer science, computer information system management, computer control programmers and operators, and computer software engineering. Its 2009 report, *Information Technology Task Force Report: Findings and Recommendations*, underscored the current and projected growth of unmet workforce need in the information technology sectors across the state and the nation, stating that "because of the critical importance of information technology to the economic development of the state, Illinois should take immediate action to ensure that we have a strong IT-enabled workforce. Illinois should develop a statewide plan to ensure that all students and workers have the necessary IT skills to be competitive in today's job market." The Illinois Department of Employment Security's occupational projections data for 2006 through 2016 used by the task force indicate that, overall, most occupations in information technology will grow significantly during this period. For example, they project growth of nearly 25 percent for all IT occupations, 30 percent for computer and information scientists, 49 percent for computer specialists, and 53 percent for computer software engineers and applications.

Employment prospects for individuals with degrees in computer science and public safety professionals were reported in the *Occupational Outlook Handbook for 2008-2009 (The Handbook)* by the U.S. Bureau of Labor Statistics. *The Handbook* indicates that "for database administrator and network systems and data communication analyst positions, most employers seek applicants who have bachelor's degrees in computer science, information science, or management information systems." It also states that "Computer scientists and database administrators are projected to be one of the fastest growing occupations over the next decade. Strong employment growth combined with a limited supply of qualified workers will result in excellent employment prospects for this occupation and a high demand for their skills. The computer scientists and database administrators occupation is expected to grow 37 percent from 2006 to 2016." *The Handbook* also reports significant occupational demand in the areas of public safety and law enforcement occupations between 2006 and 2016. It shows that, in response to competing demand for professionals in these areas, "Many agencies pay all or part of the tuition for officers to work toward degrees in criminal justice, police science, administration of justice, or public administration and pay higher salaries to those who earn such a degree."

Furthermore, it is expected that many of the students who enroll in this program will be place-bound working professionals seeking a baccalaureate degree for professional development, career advancement, promotion, salary increment, or a pathway to graduate study.

Comparable Programs in Illinois

Baccalaureate degree programs in management are offered by many public and independent institutions in Illinois, although none has a program in “applied management.” Five public universities offer bachelor’s programs in management, and 10 private colleges and universities offer the program in the state. Currently 61 Illinois institutions offer bachelor’s programs in computer science similar to the emphasis in computer science in the B.S. in Applied Management: 11 at public universities and 50 at private institutions. Seven public universities in the state offer baccalaureate programs in criminal justice or safety studies, as do 24 independent institutions.

The proposed program is unique with respect to the scale with which it addresses the need for baccalaureate completer degrees delivered on community college campuses for working adults holding applied associate degrees. The emphases in computer science and public safety in the proposed program appear to be unique attributes of this applied management degree, compared with the curricula of the existing programs offered by public universities and independent institutions, and NIU’s proposed program was designed to provide direct articulation for students in these two disciplines.

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.S. in Applied Management is designed for place-bound, working adults who have earned A.A.S. degrees in programs related to computer science, public safety, or functional equivalents.

The broad objectives of the program are to:

- provide a baccalaureate degree completion opportunity for students who have completed the associate of applied sciences at one of 11 Illinois community colleges located at the University’s service regions;
- build on the knowledge and skills students gained in selected A.A.S. degree programs;
- provide upper-division course work in core business concepts and knowledge and skills in computer science and public safety; and
- provide students with a rich culminating experience before graduation through the senior seminar, a capstone course or project, or internship.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

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

Admission Requirements

Admission to the B.S. in Applied Management includes:

- completion of an A.A.S. in computer science, public safety, or functional equivalent;
- submission of a formal application and transcripts from all colleges attended;
- a minimum GPA of 2.0 out of a 4.0 scale from all colleges attended; and
- a status of good standing in the last community college attended.

Curriculum

The curriculum of the proposed program consists of at least 120 semester hours in four groups of courses: (a) 29 to 41 semester hours of credits from general education courses earned in addition to those completed in the A.A.S. degree in computer science, public safety, or the functional equivalent; (b) 21 hours from seven required core courses in business and management fields; (c) 27 to 29 hours in a disciplinary emphasis in computer science or public safety; and (d) at least three to four hours of elective courses, depending on the number of transfer courses accepted for the degree. Students are expected to complete the program within three years of part-time study.

Every student in the program is required to complete seven core courses (21 hours) in business and management: Fundamentals of Accountancy, Principles of Finance, Principles of Management, Principles of Marketing, Business Communication, Business Law, and Principles of Operations Management. Curricular requirements for the emphasis in computer science consist of 28 or 29 hours, of which five are required (The UNIX System, Data Structures and Algorithm Analysis, Databases, Introduction to Software Engineering, and Web Development), and one course each in the areas of computer security and programming. Curricular requirements for the emphasis in public safety comprise 27 semester hours, of which four are required (Introduction to Public Administration, Criminology, The Criminal Justice System, and an internship), with remaining requirements chosen from political science and sociology offerings, as well as a course on homeland security and disaster preparedness. Although the University does not currently offer a full degree program in criminal justice or corrections, the public safety option of the B.S. in Applied Management will be supported by NIU's B.S. in Political Science, which has an emphasis in public law, the B.S. in Sociology, which offers many courses related to criminal justice, criminology and safety, and NIU's nationally ranked Master of Public Administration program.

Prior to completing the program, students will complete a meaningful capstone experience in the senior seminar, such as a course, project, or internship under the supervision and approval of one or more faculty members in the program

Assessment of Student Learning Outcomes

Assessment of student learning in the proposed program will be accomplished using both direct and indirect measures, which will include course-embedded measures, such as quizzes and examinations, written assignments, individual or group projects and presentations, evaluation of

the capstone experience, GPAs, retention, and time-to-degree completion. Students experiencing academic difficulties will have access to resources of the program and the University, including tutoring, advisement, and counseling both on-campus and at each off-campus site.

Students completing the program should be able to demonstrate their competency in many key areas in the program:

- applying general education core competency, including critical thinking, effective oral and written communication, and analytical reasoning skills to a variety of situations in the discipline and related occupations;
- demonstrating competence in key business functions, such as finance, marketing, accountancy, and management;
- articulating and applying business principles to address contemporary issues within the discipline; and
- exhibiting proficiency in the fundamental knowledge and skills in applied management, computer science, or public safety.

Program Assessment

Consistent with the IBHE staff requirements, NIU will submit to the IBHE staff a progress report on the B.S. in Applied Management after approval by the University's Academic Planning Council at the end of the third year of operation. The report will summarize key areas of accomplishments and remaining challenges. Program faculty will participate in the University's eight-year program review process to assess the program using multiple indicators to determine its strengths and weaknesses. Factors to be used in the assessment of this program include evaluation of faculty teaching in the program, faculty research, scholarship, awards and honors, retention and graduation rates, the level of alumni and employer satisfaction with the program, percentage of graduates employed in relevant occupations related to computer science and public safety, feedback from supervisors of interns, career advancement achieved by graduates, and feedback from key stakeholders, including the program's partners at the community colleges. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Oversight of the proposed program will be coordinated by the Office of the Provost in collaboration with an advisory group of faculty from the College of Business and the academic departments responsible for offering courses for the core curriculum and the two emphases in computer science and public safety. The advisory group will be responsible for curricular changes, as needed, and for the implementation of the program's assessment plan.

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 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

NIU's library system consists of the Founders Memorial Library, several branch libraries on campus, and "virtual" libraries at Hoffman Estates, NIU-Rockford, and NIU-Naperville. These libraries are committed to the support of research, scholarly inquiry, and instruction in the sciences, arts, humanities, social sciences, and professional programs, including the proposed program. With total holdings of over 2 million volumes, 25,000 print serials and periodicals, and nearly 97,000 maps, the University's library system easily ranks among the nation's top 80 academic libraries in the nation. Through the I-Share Online Catalog System, which consists of a network of 71 academic libraries in Illinois, and the WorldCat Online Catalog Systems, NIU's library patrons, including students in the proposed program, will have access to the collections and holdings of these libraries statewide and worldwide. All of the above resources will be available to students enrolled in any of the seven higher education regions where the program is offered. These libraries provide services to all users, including library instruction, mediated searches, interlibrary loans, document delivery, and electronic reserves.

The proposed B.S. in Applied Management will be supported by significant library resources (in hard copy or online) from existing programs that are closely related to the program's contents, including business and management programs, computer science, political science, sociology, and public administration. Among the academic journals identified, nine are in business fields (including *Accounting and Finance*, *Business Law Journal*, *Management and Organization Review*, and *Public Finance and Management*), 13 are in computer science (including *Computer Technology Journal*, *Computers, Network & Communication*, *International Journal of Computer Science and Network Security*, *Journal of Computer Security*, *Software Quality Journal*, and *UNIX Update*), and nine are in public safety (including *Criminology*, *Criminology & Public Policy*, *Homeland Security Review*, *Public Administration Review*, and *Public Space: The Journal of Law and Social Justice*). These library resources, along with others to be acquired as needed, will be sufficient to meet the needs of the proposed program.

Technology and Instructional Resources

NIU maintains 14 on-campus computer laboratories staffed from 8:00 AM to 10:00 PM on weekdays and for shorter periods on weekends. It provides each faculty member, staff member, and student with an email account and support services. All faculty offices are equipped with computers and access to the Internet and Blackboard™ course management software, which is used throughout the University and allows faculty to post materials, deliver tests and surveys, hold online discussions and many other course-related functions, and allows students to access course materials via the Internet. The Faculty Development and Instructional Design Center provides regular programming for faculty on instructional techniques and smart classroom technologies, among others.

Each student is assigned an ID number after admission to the University. The IDs enable students to access email, Blackboard™, financial aid, and registration accounts. Students also have access to the University's ITS Help Desk during regular times posted on the Internet. All three of NIU's Outreach Centers at Naperville, Rockford, and Hoffman Estates are connected to the University's high-speed fiber optic network, NIUNet.

While courses for the program (for both the core and the emphases) will be delivered face-to-face during the first year of operation, subsequently most courses will be offered in blended and online formats, as they are developed and tested.

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.

As planned, a combination of regular (tenured and tenure-track) faculty and temporary faculty (including emeritus, adjunct faculty, and faculty from community colleges) will teach courses for the program. Regular faculty to support the program will be drawn from about 120 faculty members currently employed by eight departments: accounting, finance, management, marketing, operations management and information systems, computer science, political science, and sociology. All except one of these faculty members hold doctoral degrees, mostly Ph.D.s. Only those with content expertise in areas related to applied management, computer science, and public safety will offer courses for the program. In addition, temporary faculty members with appropriate qualifications in the content areas of the program will be hired on an as-needed basis. About 85 percent of the courses for the required core curriculum will be taught by temporary faculty. About 50 percent of the courses for the emphasis in computer science will be taught by regular faculty members. Approximately 40 percent of the courses for the emphasis in public safety will be taught by regular faculty members, and 60 percent will be taught by temporary and adjunct faculty members.

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 upon 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 this program. The University will fund the B.S. in Applied Management through internal reallocations of existing resources consisting primarily of tuition and off-campus fees paid by students enrolled in the program. Tuition will be charged at \$249 per credit in the first year. Expenditures and revenues for the program are projected to grow from \$75,600 in the first year to \$423,600 in the fourth year of operation. Total income from tuition and fees will vary over time depending on the number of locations at which the program is offered and whether one or both emphases are offered at a given site. It is expected that the projected amount of funding from tuition and fees will be sufficient to support the program because the University used a conservative number of students in estimating enrollments. The program will benefit also from existing general resources of the University such as libraries, advising services, and laboratories.

Accreditation and Licensure

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

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

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

Currently, no specialized accreditation exists for programs in applied management, nor is there specialized accreditation for programs in either computer science or public safety. The University's undergraduate and master's programs in the College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. All the University's degree programs are covered by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about NIU's B.S. in Applied Management, 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.niu.edu. Comparable information about the program will be published in the University's

Undergraduate Catalog. Similar information about the program may be obtained from the Office of the Provost.

Staff Conclusion. The staff concludes that the Bachelor of Science in Applied Management program proposed by Northern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

Proposed Program Title: Doctor of Philosophy in Geography in the Fox Valley Region

Projected Enrollments: The University projects that the proposed program will enroll approximately nine students in the first year and 18 students annually in the fifth year and beyond. Approximately four degrees will be awarded by the program annually from the fifth year of operation and beyond.

Background

Northern Illinois University (NIU or University) requests authorization to offer the Doctor of Philosophy (Ph.D.) in Geography to be administered by the Department of Geography within the College of Liberal Arts and Sciences. The program will be offered in the University's home region, the Fox Valley Region. The University is classified by the Carnegie Foundation for the Advancement of Teaching as a Research University-High Activity institution. Currently, the University offers 58 undergraduate programs, 66 master's programs, one first professional degree, 11 Ph.D.s in the areas of sciences, social sciences, English, mathematics, and psychology, and eight Ed.D.s in education. The proposed program will build on two degree levels currently offered by the University: the B.A. and B.S. in Geography, which enrolled 109 students in fall 2007, and the M.S. in Geography, which enrolled 29 students in fall 2007.

The University has seven well-established research and public service centers and initiatives related to geography, including the Laboratory for Cartography and Spatial Analysis, Intergraph Mapping/GIS Center of Excellence, the Campus Web Map, which won second place in the International GeoMedia Best Practices Competition, a new web site which broadcasts to farmers wind direction and the daily Insect Migration Risk Forecasts for the benefits of farmers and entomologists, and the planet Mars' research program, which involves students in nearly a dozen high schools in the region using an online lesson plan developed by the University's faculty researchers. These resources will contribute to the development and strength of the proposed program.

The goals and objectives of the Ph.D. in Geography are consistent with the mission of the Department, the College of Liberal Arts and Sciences, and the University as a whole. Establishment of this program will strengthen the University's research mission and contribute significantly to the strategic importance of geography in northern Illinois and the state.

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 U.S. Department of Labor has identified geospatial technologies and the related fields of geographic and environmental sciences as among the 10 employment fields of highest growth in the national economy over the next several decades (2003, *Geospatial Industry Profile, 21st Century Workforce Initiative, High Growth Industry Profiles*, U.S. Department of Labor, Employment and Training Administration). Three standard occupational classifications most closely related to geospatial technologies are cartographers and photogrammetrists, surveyors, and mapping technicians. The Department of Labor's data show that the national labor force needs in these three areas are expected to grow by over 16,000 positions over the next decade. Based on a survey of employers in geospatial industries conducted by Mondello, *et al.* (2006, *ASPRS 10 Year Industry Forecast Phase IV Results*, presented at the American Society for Photogrammetry and Remote Sensing Annual Conference, Reno Nevada) there will be a much greater need for master's and doctorally trained employees in these occupations over the next decade. New opportunities are also emerging in the public sector for Geographic Information System (GIS) department managers, software development engineers, and geographic information officers, all of which require master's or doctoral education.

NASA expects to lose more than 25 percent of its most highly-trained geotechnical staff to retirement in the next decade, fueling the need for several thousand geospatial scientists with advanced degrees. In addition, as reported in *Nature* by V. Gewin in 2004, and also by O. Crosby in 2005 in the *Occupational Outlook Quarterly*, the National Geospatial Intelligence Agency expects to replace at least 7,000 of its geospatial technical staff, with many of the available positions requiring graduate level training.

As documented by J. Romeo in 2004 in the *American City and County*, many areas of employment related to geography are projected to grow significantly in the next decade and beyond, including environmental engineering and consulting, environmental decision support systems, advanced logistics and transportation analysis, national security, homeland security, and public safety, and spatial geographics. Similar employment needs in these areas for those with advanced degrees in geography and related disciplines are also documented in recent monographs by the National Academies Press.

The Illinois Department of Employment Security web site indicates that in the future, an increase in business and economic activity across the nation and worldwide, should spur demand for geographers because they can advise government agencies, real estate developers, utilities, and telecommunication firms about where to build regarding environmental matters.

The Department of Geography at NIU is a campus leader in accessible education and multidisciplinary support through its on-campus and online certificates in GIS and through its founding role in the undergraduate and graduate certificates in homeland security, which involved collaboration among many colleges and universities and was funded by an IBHE-administered state grant. The proposed Ph.D. in Geography is a natural extension of the growing prominence of geography on the NIU campus, and it promises to enhance research, curricular, and service contributions in this and related disciplines.

Comparable Programs in Illinois

Only two doctoral programs in geography are currently offered in Illinois: the Ph.D. in Geography at the University of Illinois at Urbana-Champaign, and the Ph.D. in Geographical Studies at the University of Illinois at Chicago. In addition, the Department of Geography at SIU Carbondale participates in an interdisciplinary Ph.D. program in environmental resources and policy that encompasses some aspects of geography.

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 principal objective of the Ph.D. in Geography is to serve Illinois and the nation's growing need for geographic science practitioners by preparing students for careers in research, applied science, public policy, and education. Specific underlying objectives derived from this broad area are to:

- contribute to meeting the state and national high demand for geospatial professionals as called for in the President's *21st Century Workforce Initiative*;
- meet the growing demand for education and career-related training in geographic information systems and geo-visualization;
- support the mapping and spatial analysis needs of the social, environmental, and health sciences programs at the University; and
- contribute geographic science knowledge and skills to northern Illinois region's critical problems and labor force development, such as environmental analysis and planning, municipal and county administration, community development, environmental risk assessment, precision agriculture, natural resource management, homeland security, and others.

To succeed in these pursuits and contribute to the knowledge base of society, graduates of the program are expected to engage in critical thought and integrate knowledge from diverse fields, interact with, and learn from, others, learn independently, communicate ideas and understanding, and demonstrate the ability to apply their knowledge and skills to problem solving.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of 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 following requirements:

- possess a baccalaureate or master's degree from an accredited college or university in geography, environmental science, meteorology, soil science, or a related field, and

- should have an academic background equivalent to that required by the B.S or M.S. in Geography at NIU;
- have a minimum 2.75 grade point average (GPA) overall out of 4.0 in his or her baccalaureate degree or have completed 15 or more semester graduate hours with a minimum GPA of 3.20 out of 4.0;
 - have demonstrated acceptable performance on the Graduate Records Examination; and
 - have met admission requirements of NIU's Graduate School.

Curriculum

The curriculum of the Ph.D. in Geography consists of a minimum of 90 graduate semester hours beyond the baccalaureate degree or a minimum of 60 graduate semester hours beyond the master's degree in one of the fields identified in the admission requirements. For students admitted with the bachelor's degree, continuation in the doctoral program after the master's degree is subject to a strong academic performance and a recommendation by the department faculty.

The curriculum for the program will meet the degree objectives through these requirements:

- three graduate core courses focusing on the formulation and design of research, analysis of empirical data, and the place of geography as a science in human knowledge and understanding;
- two or three advanced graduate courses in a specialized field, such as natural environmental systems, urban and economic geography, or a geographic information science;
- the equivalent of at least three courses in a cognate field outside geography, such as those in the departments of geology, economics, mathematics, biological sciences, physics, electrical engineering, and computer science;
- six to nine credit hours of applications experience in an industrial research setting, an external research organization or laboratory, or a government agency;
- publication and/or presentation of research in one or more professional venues; and
- completion of a written and orally-defended dissertation that exhibits original scholarship that meets the policies of the Graduate School. The dissertation should be completed and successfully defended within three years after admission to candidacy.

Every student in the program must complete the following four, 600-level courses in geography: Geography Seminar, Concepts in Geography, Advanced Quantitative Methods for Geographic Research, and Geographic Research Procedures. The Advanced Quantitative Methods for Geographic Research course will serve also to meet the research-tool requirement instead of the language requirement. In addition, every student must complete at least two of the following seven courses: Advanced Economic Geography, Advanced Urban Geography, Advanced Climatology, Advanced Soil Landscapes, Advanced Human-Environmental Interaction, or Advanced Geospatial Science.

In addition to the above requirements, each student will give an oral presentation of his or her dissertation research to the advisory committee at least once a year after admission to candidacy for the degree, complete a written candidacy examination and an oral presentation approved by the student's advisory committee, and complete a dissertation that will make a

substantial contribution to new knowledge, demonstrating the ability of the student to conduct independent research.

Assessment of Student Learning Outcomes

Assessment of student learning in the doctoral program will be accomplished primarily through students' demonstrating that they have met the requirements for the degree, including:

- in-depth knowledge and mastery of scholarship in a major field of specialization in the field, such as natural environmental systems, urban and economic geography, or geographic information science, and a related cognate field;
- ability to critically evaluate and utilize literature from geographic sciences and cognate fields;
- ability to propose, plan, conduct, and complete original and independent research;
- capacity to integrate the value and relevance of the geographic perspectives into contemporary issues and demonstrate the ability to utilize geographic theory and methods in non-academic applications;
- ability to give and receive critical feedback, use it to revise scholarly work, and engage in the process of sharing scholarship in published form; and
- pedagogical knowledge and skills in the development and teaching of course materials in geography.

Other modes for assessing student learning in the program will include students' grades and GPAs, time-to-degree completion and graduation rates, the number of publications or presentations at professional conferences, and the quality of the students' dissertations.

Program Assessment

Consistent with the IBHE staff requirements, NIU will submit a progress report on behalf of the proposed Ph.D. in Geography program at the end of the third year of operation. The report will summarize key areas of accomplishments and remaining challenges. Program faculty will participate in the University's eight-year program review process. Factors to be used to assess this program will include results of student teaching evaluation of faculty in the program, faculty research, scholarship, awards and honors, retention and graduation rates, the level of alumni and employer satisfaction with the program, percentage of graduates employed in relevant industries and occupations, feedback from supervisors of interns, career advancement achieved by graduates, and feedback from key geographic stakeholders. A summary of the program review, including the program's strengths and weaknesses, as well as steps that will be taken to improve the program, will be submitted by the University 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 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

NIU's libraries are committed to the support of research, scholarly inquiry, and instruction in the sciences, arts, humanities, social sciences, and professional programs, as well as the proposed program. With total holdings of over 2 million volumes, 25,000 print serials and periodicals, and nearly 97,000 maps, the University's library system easily ranks among the nation's top 80 academic libraries. Through the I-Share, Illinet Online, which consists of 67 academic libraries in Illinois, and the WorldCat Online Catalog Systems, NIU's library patrons have access to the collections and holdings of these libraries statewide and worldwide. The libraries provide services to all users that include library instruction, mediated searches, interlibrary loans, document delivery, and electronic reserves, among others.

Library resources specific to the proposed program and the geographic sciences include more than 10,000 monographs, access to 249 print and electronic academic journals, and more than 4,000 geographic reference, bibliographic, and index publications. The resources also include all the major topographic map series of the United States Geological Survey (USGS) and representative large scale topographic maps of Canada, extensive bathymetric and aeronautical chart collections, and the historic National Wetlands Map series for Illinois and Indiana. Also included in the library collections are all major digital databases produced by federal agencies, including the National Oceanic and Atmospheric Administration, the National Weather Center, the Bureau of the Census, the Central Intelligence Agency, the Environmental Protection Agency, the Bureau of Transportation Statistics, the Department of Agriculture, and the Bureau of Economic Analysis. The United Nations collections, including the World Meteorological Organization, the World Health Organization Statistics Division, and the Population Information Network will be available to faculty, staff, and students in the program.

Any serious unmet library need for the proposed program will be met through internal resource reallocation by the College or University.

Technology and Instructional Resources

NIU maintains 14 on-campus computer laboratories staffed from 8:00 AM to 10:00 PM on weekdays and for shorter periods on weekends. It provides each faculty member, staff member, and student with an email account and support services. All faculty offices are equipped with computers and access to the Internet and Blackboard™ course management software, which is used throughout the University and allows faculty to post materials, deliver tests and surveys, hold online discussions and many other course-related functions, and allows students to access course materials via the Internet. The Faculty Development and Instructional Design Center provides regular programming for faculty on instructional techniques and smart classroom technologies, among others.

The Department of Geography's extensive resources include several specialized research, teaching, and outreach laboratories that provide depth and breadth for faculty research, teaching and student learning: 1) the Soil Analysis Laboratory, established in 1998; 2) the Biogeography Laboratory, established in 1998; 3) the Meteorology Laboratory; 4) the National Weather Service Cooperative Weather Station created in 1966; 5) the Advanced Geospatial Laboratory established in 1995; 6) the Cartography Laboratory established in 1965; and 7) assorted Global Positioning Systems (GPS), land surveying, and field mapping equipments. These resources will offer

students in the proposed program and students in other programs ample opportunities for hands-on research and applied research in the field in addition to non-university resources that will be available to faculty and students.

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 Department of Geography has 13 faculty and 10 adjunct faculty, four professional staff, and two clerical staff who will support the proposed program and the existing baccalaureate and master's programs in geography. As of August 2008, there are three professors, five associate professors, and five assistant professors. All 13 faculty members have earned Ph.D.s in either geography or atmospheric science. Among the adjunct faculty members, seven have earned Ph.D.s in fields such as geography, environmental geosciences, soil biology, climatology, atmospheric science, and geodesy. These faculty and adjunct faculty have extensive records of research, teaching, and public service that will sufficiently support the proposed program. Their major research grants were awarded by the National Research Foundation, the U.S. Department of Energy, NASA, U.S. Geological Survey, and Global GIS Database. The professional staff is composed of two cartographers, a research scientist, and an applications developer.

NIU's Constitution and Bylaws define a rigorous review of tenure and promotion processes that includes administrative and peer reviews at the department, college, and university levels. Each faculty member is assigned a merit rating, which is derived through the use of university-wide approved rubric. Faculty members are apprised of their progress toward tenure in an annual review, and an in-depth review is conducted at midpoint of the probationary period of each member. All tenure and promotion requests require approval by the Board of Trustees.

The Department of Geography requires a substantial record of scholarship and grantsmanship for tenure, in addition to evidence of effective teaching at the undergraduate and graduate levels. Promotion to the rank of professor requires a sustained record of scholarship in the form of refereed journal publications and external grant awards, effective teaching at the undergraduate and graduate levels, and support of student learning. In terms of publication and external grantsmanship, the Department of Geography is one of the most active at the University. For example, in the past three years, 11 of the faculty members were awarded external grants and all 13 published in refereed outlets.

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 upon 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 Ph.D. in Geography. The program will be funded from three primary sources: the existing resources that support the existing baccalaureate and master's program in geography, internal resource reallocations as the program would be phased in, and federal monies. Total resources for the program are expected to grow from \$151,025 in the first year to \$627,550 in the fourth year of operation. These funds will be used to compensate faculty and other staff, and to pay for supplies, services, and equipment. Some of the reallocations have already been implemented, specifically for instructional and laboratory equipment modernization in anticipation of the establishment of the proposed program. Upon initiation of the program, additional budget reallocations will be instituted for other support services, including telecommunications, campus computer network, and travel to internship/research application sites, among others.

The Graduate School and the College of Liberal Arts and Sciences offer fellowships targeted to students who cannot finance their graduate education, as well as those from historically underrepresented populations. Both also offer dissertation completion grants and provide travel support for the presentation of research findings at professional meetings. NIU's Office of Student Financial Aid assists students in obtaining general education support. Other resources that support students include the Office of Research Compliance, the University Writing Center, the Center for Access-Ability Resources for students with disabilities, the Counseling Center, and Career Services office.

Accreditation and Licensure

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

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

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

There is no specialized accreditation for programs in geography. All of the University's degree programs are covered by the accreditation of the Higher Learning Commission of the North Central Commission of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Northern Illinois University's Doctor of Philosophy in Geography, 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.niu.edu. Comparable information about the program will be published in the University's Graduate Catalog. Similar information may be obtained from the Department or the Graduate School upon request.

Staff Conclusion. The staff concludes that the Doctor of Philosophy in Geography program proposed by Northern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

Southern Illinois University Carbondale

Proposed Program Title: Bachelor of Science in Sport Administration in the Southern Region

Projected Enrollments: The University projects that enrollments in the proposed B.S. in Sport Administration program will increase from approximately 15 students in the first year to 40 students in the fifth year. It also is projected that approximately 15 degrees will be awarded annually in the fifth year and beyond.

Background

Southern Illinois University Carbondale (SIUC or University) requests authority to offer the Bachelor of Science (B.S.) in Sport Administration in the Southern Region. The proposed program will build on the University's existing baccalaureate degree programs in exercise science, athletic training, and physical education. Initial interest in the Department of Kinesiology, which would administer the proposed program, surfaced about 10 years ago. In 2006, the Department Chair appointed a committee to assess the feasibility of a major. The committee examined existing baccalaureate programs in sport administration in the state, neighboring states, and the nation to determine curricular and occupational need for the program

and the availability of qualified faculty. It also oversaw surveys to document the growing student and employer demand. These initiatives led to the planning and the development of this proposal.

The goals and objectives of the program are congruent and supportive of the mission of the Department, the College of Education, and 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.

While eight Illinois independent colleges and universities offer baccalaureate programs related to sport administration and sport management, none of them offers a similar program in the Southern Region where the University is located, and no public university offers the program.

The Illinois Department of Employment Security's website indicates that between 2006 and 2016, there will be occupational need to fill about 2,186 vacancies per year for employees in sports administration, as well as other protective service workers. Over 1,000 of these vacancies will come from occupational growth.

Comparable Programs in Illinois

Currently, there is no educational opportunity for students wishing to pursue an undergraduate degree in sport administration in southern Illinois. As a result, the proposed program will be a much needed addition. In the Southern Region, but outside Illinois, there are three baccalaureate programs in the field to which SIUC students wanting to study sport administration have transferred: Southeast Missouri State University, the University of Evansville, and Indiana State University.

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.S. in Sport Administration is designed to prepare its students with the necessary knowledge, skills, and disposition to be effective sport administrators by equipping them with knowledge of key elements and issues in the administration of sport programs in varied sport contexts. Specific expertise will be provided pertaining to marketing, management, and administration of sport programs. Interaction of the program with related bachelor's programs in exercise science, athletic training, and physical education will be mutually beneficial to each program. These objectives are consistent with the mission of the Department of Kinesiology, the College of Education, and the University.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of 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

As described in the University's Undergraduate Catalog, to be admitted to the proposed program as a freshman, an applicant must have a diploma from a recognized high school or a General Educational Development (GED) certificate. Other factors that will be considered for admission to the program include a combination of the student's high school class rank and ACT or SAT scores. In addition, it is expected that the applicant has completed the University's recommended 15 units of high school courses to improve the student's success in college.

A transfer student seeking admission to the program must have earned a high school diploma or GED, attended an accredited college or university, obtained a minimum GPA of 2.0 out of 4.0, and completed an associate degree.

Curriculum

The curriculum for the B.S. in Sport Administration consists of a minimum of 120 semester hours, of which 38 hours are from required courses in Kinesiology and 41 hours are from core courses in sport administration, 27 hours from general education courses, and 14 hours from elective courses. The curriculum for the program includes four required core courses comprising 15 semester hours, namely, Introduction to Sports Administration, Legal and Ethical Issues in Sports Administration, Business Aspects of Sports Administration, and an internship.

Key courses from lower and upper division levels for the program will be offered by the Department of Kinesiology with focus on sport administration, legal and ethical issues in sport administration, business aspects of sport administration, team building, psychological and social aspects of sport administration, motor behavior, athletic training, and interscholastic athletics. In addition, required coursework outside the department will include accounting, marketing, management, economics, computer science, psychology, and speech communications. As a culminating experience, each student in the program will be required to complete successfully a six-hour internship in sport administration with an approved organization. Taken as a whole, these courses and experiences should produce highly qualified graduates to work in various facets of sport administration in the sport industry.

Assessment of Student Learning Outcomes

Each student in the proposed program will be assessed multiple times prior to the degree completion based on satisfactory demonstration of the following: the cognitive program content knowledge, the psychomotor program content knowledge, the affective program content knowledge, the application of content knowledge, personal and professional development and disposition, and appropriate technological competency in sport administration. Other measures of student learning outcomes will include each student's grades and GPA, time-to-degree completion, graduation rates, evaluation results from internship supervisors, and exit interviews.

Program Assessment

Consistent with the IBHE staff requirements, SIUC will submit a progress report on behalf of the proposed B.S. in Sport Administration program at the end of the third year of operation. The report will summarize key areas of accomplishments and challenges that remain to be addressed. As in other degree programs at the University, the program faculty will participate in the University's eight-year program review process to assess the program using multiple indicators, including results of student evaluation of faculty in the program, faculty scholarship, research and public service, retention and graduation rates, alumni and employer satisfaction with the program, career advancement achieved by graduates, the percentage of graduates employed in occupations related to sport administration and relevant industries, feedback from supervisors of interns, and feedback from key stakeholders in sport administration. A summary of the program review, including the program's strengths and weaknesses, as well as steps that will be taken to improve 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 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 Sport Administration program will be housed in the Department of Kinesiology in Davies Hall, and it will use existing classrooms. Faculty and staff offices also will be in Davies Hall. Clinical sites will be made through a close working relationship with the SIUC Athletic Department to provide internship experience to students, in addition to the existing 10 internship programs in place with the Intercollegiate Athletics unit.

Library

Morris Library at SIUC is a major research library with over 2.4 million volumes, 3.1 million microform units, and over 12,500 current periodicals and serials. The Department of Kinesiology and the University's main library have most of the requisite library resources, including the appropriate academic journals to support the proposed program. In anticipation of establishing the program, the department has made arrangement for the acquisition of additional resources. Existing business administration and management library books and other resources also will be available for this program. In addition, the University is a member of I-Share, the joint catalog of 76 academic institutions in Illinois. The system allows direct requests of the holdings of the institutions, including the University of Illinois, with delivery of print materials within a week. All of the University's online resources, including databases, books, and journals are available to off-campus users through the proxy system, 24 hours a day, seven days a week.

Technology and Instructional Resources

SIUC has sufficient up-to-date technology and instructional resources to support the

proposed B.S. in Sport Administration. The resources are available in the Department of Kinesiology, which will offer key courses for the program, and also in other facilities, such as computer labs, specialized laboratories, instructional resource centers, and the main library on campus. The resources include Blackboard™ and WebBoard software used for instruction and faculty development, and other activities.

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.

Two existing tenure-track faculty members with doctoral degrees in sport administration will have primary responsibility for the proposed program. One of them will serve as the coordinator of the program. They both will teach most courses in sport administration and also be responsible for establishing and overseeing internship experiences of students. Other required courses for the program will be taught by a variety of faculty members in the Department of Kinesiology and other departments at SIUC. These courses will be open to majors in this and other programs.

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 upon 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 proposed program. The program will be funded by existing University resources available in the Department of Kinesiology. The departmental funds that will support this program and other programs in the department are projected to grow from \$797,562 in the first year to \$871,518 in the fourth year of operation. Departmental funds will be used primarily to meet personnel costs, as the Department of Kinesiology has sufficient support staff to support the program and no need for additional equipment and services. No additional funds are needed to implement the program.

Accreditation and Licensure

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

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

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

There is currently no specialized accreditation or licensure in sport administration and sport management. However, all of the University's degree programs are accredited by the existing Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about SIUC's B.S. in Sport Administration, 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. Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog. Similar information may be obtained from the Department of Kinesiology or the College of Education upon request.

Staff Conclusion. The staff concludes that the Bachelor of Science in Sport Administration program proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30) and the Illinois Board of Higher Education policies pertaining to assessment.

University of Illinois at Chicago

Proposed Program Title: Child and Family Development Center in the Chicago Region

Projected Enrollments: Not applicable. While many graduate students are involved in the Center's programs and activities to train or conduct research under the supervision of Center staff and faculty affiliates, the Center does not enroll students and does not offer any degree program.

Background

The University of Illinois at Chicago (the University) requests authority to establish with Board recognition the Child and Family Development Center (CFDC or Center) on campus. The Center is an interdisciplinary, organized research and public service unit within the College of Education begun in the 1970s to provide early intervention services to infants and toddlers at-risk of developmental problems due to poverty and associated problems. While research activities are an important part of the Center's mission, public service is of greater importance and commitment. The Center faculty and staff have been very successful in obtaining external funding over the years. For example, between 2000 and 2008 total external funding, including multi-year grants, amounted to over \$8 million. It is expected that this strong history of external funding will continue in the future. Recognizing the significant and exemplary work, contributions, and the level of external funding of the Center since its inception, the University now seeks the IBHE's permanent approval.

At its core, the Center was founded on the belief that society, in general, and the University, in particular, has a responsibility to optimize the full potential of every individual, including Chicago's most vulnerable citizens: young children with special health care needs and disabilities. The Center has accomplished much in its endeavor to fulfill this mission, including the establishment of the Early Childhood Research and Intervention Program, renamed in 2000 as the Child and Family Development Center. Over the years, the Center has provided intervention services to an estimated 7,500 infants and toddlers with developmental delays and disabilities, along with their families. To accomplish these, faculty and staff affiliated with the Center obtained state and federal funds and grant awards to develop, evaluate, and disseminate exemplary models of interventions. Notable examples of the achievements funded by the United States Department of Education are the *Chicago Early Intervention Project*, to target and serve children with disabilities *Early Reading First*, to improve reading and comprehension instruction at the primary grade levels in Chicago charter schools, and *Outreach Project*, to evaluate a training program designed to increase the use of family-centered practices in early intervention programs.

With funding from the U.S. Department of Education, the National Institute on Disability Rehabilitation Research, the Institute for Educational Sciences, and others, the Center's contributions have affected positively many areas of intervention in the target population, including:

- what we know about relations among child, caregiver, and contextual variables affecting the development of vulnerable infants and toddlers;
- how we intervene in the lives of infants and toddlers affected by various disabilities, along with their families;
- what we know about, and how we design, effective intervention programs for vulnerable children and their families living in complex urban neighborhoods; and

- what we know about the effects of different service delivery approaches in early intervention, preschool, and early elementary school settings.

While the faculty and staff affiliated with the Center are not tenured by the Center, the Center provides valuable research and learning opportunities for faculty and staff to work with graduate students from many campus units, including the Colleges of Applied Health Sciences, Nursing, Education, Social Work, Medicine, and Public Health. In addition, during the past 12 months, the Center has co-sponsored or participated in training and technical assistance for 31 different groups comprising approximately 1,200 professionals and graduate students. The groups served include Americorp, Easter Seals of Chicago, Early Intervention Training System, Metropolitan Aids Training Center, the Illinois Department of Human Services, the National Association for Persons with Severe Handicaps, Chicago Department of Public Health, and Kids Hope United Head Start.

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.

Over the years, the Child and Family Development Center's early intervention program has served more than 21,300 infants and toddlers with identified disabilities statewide; of these, almost 6,000 were from Chicago. According to the most recent report of the Illinois Department of Human Services to the Illinois legislature, the number of children in the State's early intervention system makes Illinois' program one of the largest in the United States. While substantial progress has been made in the State in terms of the burgeoning number of vulnerable children served, at present there are too few high quality early intervention providers and far too many infants and toddlers in need of the Center's services. According to the Illinois Governor's 2008 *Early Learning Council Report*, demand for eligibility determinations and intervention services for the targeted population outweighs the current system's resources. As indicated in the section above, the Center fills a critical niche in the Chicago early intervention arena by: 1) incorporating evidence-based intervention practices to serve children and families in ways that have distinguished the program locally and nationally, and 2) specializing in intervention practices for children and families who evidence medically complex or challenging problems.

Yearly funding from the state and the federal governments, as well as foundations, is testament to the continuing needs for the Center's programs and services. Furthermore, the IBHE and Illinois State Board of Education's priorities and priorities of the Illinois Learning Council include preparing professionals to work in urban education, in areas such as teacher certification, bilingual providers, and special education.

Comparable Programs in Illinois

There is currently no center or institute with a similar mission among public universities in the state. While the websites of Loyola University, DePaul University, Northwestern University, and the University of Chicago show centers pertaining to families and children, these do not focus on children with disabilities, which is an emphasis of UIC's proposed Center.

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 proposed interdisciplinary Center focuses on addressing and improving development outcomes for very young children identified with disabilities and living in vulnerable circumstances. This mission is carried out through public service, research, training and technical assistance, and outreach programs and projects. The objectives of the Center derived from this mission advance the Center's commitment through:

- delivering high quality, early intervention services to young children with disabilities and their families;
- building an interdisciplinary science of child health, learning, and behavior;
- advancing understanding of how to address effectively learning and performance disparities in the targeted population;
- applying research findings to the development of innovative, evidence-based models and practices to address key problems;
- preparing aspiring and practicing professionals, as well as graduate students, to make and implement evidence-based decisions that improve services and support provided to young children with disabilities and their families; and
- active and successful acquisitions of significant resources, including grants and contracts from the state and federal government, foundations, and other sources to meet the needs of the Center.

These objectives have been achieved by the Center to an increasingly higher degree over the years, as demonstrated by the thousands of clients served, millions of external funds and grants awarded, numerous publications, including articles published in refereed journals, hundreds of professionals and graduate students trained and many best practices created and shared in the state and nation. It is expected that approval of the Center will enhance its accomplishments and services to the state.

Quality Assurance Processes

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.

The Center has an elaborate means for its quality assurance processes, including weekly leadership and staff meetings, monthly fiscal reconciliation, annual staff performance reviews and staff development, annual college level review by the Dean of the College of Education, periodic assessment and other input of members of the Advisory Board, regular use of externally funded program consultants, and the use of an approved program evaluation and development protocols. Data from various Center sources, including outcome data on the children and families served, data from externally funded grants and contracts, records of faculty and staff publications and conference presentations, information about disseminated Center products, data on technical assistance provided, and data on graduate students served by the Center, are used to inform the assessment process.

When the Center is approved for formal recognition by the IBHE, it will participate in the IBHE program review processes by submitting through the University a progress report at the end of the third year of operation, and also by participating the University's eight-year program review process as other university centers and degree programs do.

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 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.

Since its inception, the Center has been located at the present location on the third floor of the Disability, Health, and Social Policy Building on campus. The facility occupies 10,437 square feet of space. It includes three classrooms for assessment and family activities, one conference room, two large rooms for therapists, staff offices, and the Brinker Reading Room, which is used for meetings and other functions. This facility houses the Center's vital resources, including offices, conference rooms, demonstration labs, equipment, and other resources. These resources are sufficient to meet the needs of the Center.

Technology and Instructional Resources

The Child and Family Development Center has the necessary technology and instructional resources, including a variety of therapy equipment, office computers, Internet, online resources, as well as other resources, to meet the needs of its staff, programs, and activities.

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.

Since its inception, the Center has been administered by the Director and at least one Associate Director, whose leadership responsibilities are distributed among administration, service, research and training. The Director is often involved in seeking or maintaining partnerships with many campus and non-campus organizations, including out-of-state entities, in support of the Center's objectives.

From its inception, the Center has drawn upon the knowledge and expertise of a wide array of University faculty and staff from many disciplines to guide its development and operation. Most of the faculty members and researchers come from the College of Education, which administers the Center, and a significant number of them are from other units, such as the Medical Center, School of Public Health/Maternal and Child Health, College of Nursing, College of Applied Health Sciences, Jane Adams College of Social Work, and the Department of Psychology. Currently, 29 faculty and staff are actively involved in the various Center's programs and activities, although the total number varies at any given time. The Center has approximately 10 support staff, including regular permanent staff, and those on contract. The number varies depending on the needs of the Center staff and faculty affiliates.

To ensure accountability and transparency, the Center plans to create an Advisory Board appointed by the Director in consultation with the Dean of the College of Education. Membership on the Advisory Board will include representatives of faculty and staff from various disciplines at the University, professional organizations, local and state stakeholders, and families served by 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 upon 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 proposed Center. The Center will be funded by a combination of existing, federal, and other sources, such as fees and sales. Funds for the Center are estimated to grow from \$608,000 in the first year to \$633,000 in the fourth year of operation. The distribution of funds in the first year is expected to be \$181,000 from existing resources, \$102,000 from federal sources, and \$325,000 from other sources, including fees, sales, and other income. The proportion of funds from the various sources will be similar in the following three years. The Center's resources are expected to more than meet the need of the Center by the third year onward.

While total expenditures (\$618,000) in the first year are expected to exceed total resources (\$608,000), in the third and fourth years, projected total resources will exceed total expenditures. For example, in the fourth year, total expenditures are projected to be \$618,000 while total resources are projected to be \$633,000. Major categories of expenditures for the Center will include faculty, other personnel, supplies, services, library, and equipment.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with

institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about the University of Illinois at Chicago's Child and Family Development Center, including a summary description of the mission and objectives, resources, faculty and other personnel, and facilities and equipment, will be published on the University's website, www.uic.edu. Comparable information about the Center will be published in hard copy in the University's undergraduate and graduate catalogs. Similar information may be obtained from the Center or the College of Education.

Staff Conclusion. The staff concludes that the Child and Family Development Center unit proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Governors State University authorization to establish the Bachelor of Health Science in Community Health and the Master of Arts in Criminal Justice in the South Metropolitan 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Northern Illinois University authorization to establish the Bachelor of Science in Applied Management in the Fox Valley, North Suburban, West Suburban, Chicago, South Metropolitan, Central, and Western Regions and the Doctor of Philosophy in Geography in the Fox Valley 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Sport Administration 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 Chicago authorization to establish the Child and Family Development Center in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

