

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

Submitted for: Action.

Summary: This item requests approval of three degree programs and one academic department at two public universities.

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

Southern Illinois University Carbondale

- Professional Science Master's in Advanced Energy and Fuels Management in the Southern Region

University of Illinois at Urbana-Champaign

- Bachelor of Social Work in the Prairie Region
- Master of Arts in European Union Studies in the Prairie Region
- Department of Media and Cinema Studies in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, address university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of the *Illinois Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education in the first decade of the new millennium. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Southern Illinois University Carbondale

Proposed Program Title: Professional Science Master's in Advanced Energy and Fuels Management in the Southern Region

Projected Enrollments: The University projects that the proposed program will enroll a cohort of approximately 25 students each year. Given the short timeline between the time the program is approved and the 2009 Fall term, the number of students in the first cohort may be lower than the University's projection. It is estimated that between 22 and 23 students will graduate from each cohort annually from the second year of operation onwards.

Background

Southern Illinois University Carbondale (SIUC or University) requests authority to offer the Professional Science Master's (PSM) in Advanced Energy and Fuels Management. The University is a long-time member of the Council of Graduate Schools, and it participates regularly in the regional and national conferences of the Council. Council members award more than 90 percent of all doctoral degrees and 75 percent of master's degrees in the U.S. The Council has recently taken over responsibility "for supporting and promoting the PSM initiative, with the goal of making the PSM degree a regular feature of U.S. graduate education" as reported in *The Professional Master's Degree: Results of a Pilot Survey of Programs*, released in early 2008.

The PSM is a new two-year graduate option for bachelor degree holders in the sciences, mathematics, technology, or engineering who choose not to pursue doctoral studies but need additional science or mathematics education along with workplace-related training (in fields such as business, technology, or law) to compete effectively in the global workplace economy.

Typically, the PSM curriculum is developed by representatives from the hiring professions, and it includes an internship with an employer from the relevant industry or occupation. To emphasize the importance of PSM degrees to the nation's economic competitiveness, for fiscal year 2009, \$15 million was budgeted by the National Science Foundation to provide grants for planning or implementation of selected applications from colleges and universities in the nation. In February 2008, there were approximately 120 PSM programs at 39 institutions. The creation of these programs is consistent with current national trends focusing on the need for science, technology, engineering, and mathematics (STEM) in education and industry. This program, like other PSM programs, has been developed in response to the industry's stated need for employees with demonstrated strength in a combination of technical competencies and management knowledge and skills.

The proposed PSM in Advanced Energy and Fuels Management will increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society, as called for by Goal 3 of the *Illinois Public Agenda*.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

Need for professional science master's degree programs, such as the proposed program, has been made at the national level by the National Academy of Sciences, the National Academy of Engineering, the National Research Council, and the Institute of Medicine, which comprise the National Academies operated by the National Research Council. The Academies were created to advise Congress on national policies about science, technology, and health. A study to underscore the significance of PSM programs was sponsored by the Alfred P. Sloan Foundation. Currently, the National Council of Graduate Schools provides advocacy, research, and innovation for planning and implementation of professional science master's programs. It awards planning and implementation grants to qualified applicant colleges and universities. According to the National Research Council's *Science Professionals: Master's Education for a Competitive World*, published in 2008, many leading employers have hired PSM graduates, including Abbott Laboratories, Loyola University Medical Center, the Mayo Clinic, Kraft Foods, Merck, Motorola, Boeing, and Proctor and Gamble.

To fund the planning and initial implementation of the program, the University was awarded a one-time federal grant of \$450,000 to support the program in the first three years. Graduates of the program will get an integrated scientific, technical, and managerial education and skills, and they will fill key management positions in the rapidly growing areas of advanced energy and fuels technology. In Illinois, these areas include agricultural-based fuels, coal-based synthetic fuels, and fuels from industrial byproducts.

The University has created an Industrial Advisory Board to advise the program and to see that the program will meet the needs of Illinois' energy and fuels industry, which have nine plants in the state. Seven biofuel plants are under construction, and there are 59 permit applications under review. In addition, there are six advanced coal technology power plants and 35 natural gas combustion turbine and combined cycle power plants under construction or seeking construction permits.

Comparable Programs in Illinois

Illinois State University has a baccalaureate program that focuses on renewable energies. Graduates of the program may seek admission to the proposed PSM program. The University of Illinois at Urbana-Champaign offers energy-related programs and also a PSM program focusing on bio-fuels, and it is developing other PSM 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 Professional Science Master's in Advanced Energy and Fuels Management is designed to provide its students with core technical training covering energy resources, energy production technology, and energy policy issues, coupled with business training in project and personnel management, business leadership skills, and fiscal management. In addition to these core requirements, students will have the opportunity to take nine credit hours of electives to allow them to gain additional specialized graduate level training related to their own specific interests and career goals.

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

An admission committee composed of the program's director and members of the advisory board will oversee admission of students to the program. Preferred candidates will be individuals who hold a baccalaureate degree in the physical sciences or engineering with a minimum of a 2.7 GPA in the last 60 semester hours of undergraduate courses at an accredited institution. Candidates who do not meet these requirements may be required to complete necessary prerequisite courses prior to admission to the program. Each candidate must meet also the requirements of the Graduate School. Though not required, submission of the Graduate Record Examination is preferred.

For admission to the Graduate School, an international student is required to take the Test of English as a Foreign Language and score a minimum of 550 on the paper exam, 213 on the computer exam, or 80 on the Internet exam.

Curriculum

The curriculum of the PSM in Advanced Energy and Fuels Management consists of a 36 hour, non-thesis program of study developed in accordance with professional science master's model originally developed with the sponsorship of the Sloan Foundation. The program is designed for completion in 13 months of full-time study. Coursework will begin in the second four-week summer term, and the capstone internship will be completed in the following summer term. This intensive schedule is intended to minimize the time students in the program would need to be away from full-time employment while engaged in the rigorous academic program.

The curriculum consists of all required core courses in business, science/technology, and policy components to provide the diverse knowledge and skills demanded by the industry. It is broken down as follows:

- nine business-related semester hours;
- nine science/technology semester hours;
- three semester hours of policy studies;
- nine semester hours of elective courses related to the students' career interests, and;
- capstone six-hours of supervised internship in the industry.

Most of the courses required for the program are: Global Energy Resources, Managerial and Organizational Behavior, Energy Production and Management, Energy Economics and Policy, Managerial Accounting & Control Concepts, Project Management, Alternative Fuel and Energy, three elective courses, and an internship. The internship is designed for each student to complete a specified project for the employer supporting the internship. It is approved in advance by the program faculty in consultation with the employer. At the end of the internship, each student must present a high quality written and oral presentation to the faculty and internship employer who will be responsible for approving the internship project report.

To graduate from the program, each student must successfully complete all required courses and the capstone, including the internship project report with an overall GPA of at least 3.00.

Assessment of Student Learning Outcomes

The program faculty will use tests, examinations, papers, and oral presentations to assess student acquisition of the requisite knowledge and skills related to technical competencies in energy economics, energy conversion systems, energy management, and types of alternative fuel and energy. Students also will be assessed to determine the extent to which they have acquired knowledge and skills related to financial accounting, organizational behavior, and project management germane to the energy sector. Other assessment tools include pre- and post-testing, an exit interview of graduating students by the program director, alumni surveys two years after graduation, and feedback from members of the Industrial Advisory Board. As a central part of the program, each student's internship experience will be assessed by the Program Director, supervisor, and mentors at the internship site. The final project report will be evaluated by a standing committee of three faculty members and the Program Director.

The Industrial Advisory Board for the program consists of members representing seven businesses and organizations, including the Gas Technology Institute, Illinois Clean Coal Institute, the National Corn-to-Ethanol Research Center, Archer Daniels Midland Company, Renewable Fuels Association, and Clean Air Task Force. The Board will be involved not only in advising the faculty regarding the curriculum and internship experiences to ensure relevance to the need of industry, but in assessing student learning outcomes in the program. To increase the effectiveness of the program, some employers have agreed to participate in advising faculty, mentoring students, and establishing high quality internships.

Program Assessment

Consistent with IBHE staff requirements, the University will submit a progress report on behalf of the proposed master's program in Advanced Energy and Fuels Management at the end of the third year of operation. The report will summarize key areas of accomplishment and challenges that remain to be addressed. As other degree programs at SIUC, 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 retention and graduation rates, percentage of students involved in faculty research and other projects, 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

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. It has broad coverage of essential materials to support the proposed program in Advanced Energy and Fuels Management through databases, books, journals, and the ability to access these resources and others from remote locations. The library will provide access to a number of science databases for the program, such as *Inspec*, *Web of Science*, *Biological Abstracts*, *Applied Science*, and *Technology Abstracts*. In the business area, access will be available to sources--including *Business Source Complete*, the premier database in the field, as well as *LexisNexis*, which provides access and links to full text of articles in scholarly, professional, trade, and popular journals. Available journals include *Energy*, *Energy & Fuels*, *Energy & Technology*, *Energy and Technology Review*, and *Energy Business & Technology*.

The library has over 800 books on energy resources, 140 on energy policy, over 200 on project management, over 150 on managerial accounting, and over 500 on organizational behavior. I-Share, the joint catalog of 65 academic institutions in Illinois, 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

There are sufficient technology and instructional resources to support the proposed program. The resources are available in the academic departments that will offer courses for the program and also in other facilities, such as computer labs, specialized laboratories, instructional resource centers, and the main library on campus.

Faculty and Staff

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

The University has submitted with the proposal summary biographies of six core faculty who will have primary responsibility for the program. They all have Ph.D.'s in a range of appropriate fields, such as agricultural economics, coal chemistry, organizational behavior, business administration, and chemical engineering. Each faculty member has very extensive experience in teaching, research, and public service. As a group, they have published numerous books and numerous peer-reviewed articles. One faculty member is co-editor of *Geochemical Transactions*, and he serves as a consultant to various industry and government groups; another was awarded over \$3.5 million from the National Science Foundation, the United States Department of Agriculture, the Joyce Foundation, and the Nature Conservancy in research grants since joining the University; a third has received 39 research grants from state and federal agencies totaling over \$6.5 million and has published 57 articles in peer-reviewed journals. A number of them received prestigious awards from academic and professional groups. These faculty members will be assisted by other faculty and adjunct faculty members at the University and by business, industry, and government entities in implementing 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 state resources are requested to establish this program. In addition to existing resources (faculty, staff, classrooms, laboratories, library resources, instructional technology, etc.) at the University, a multi-year federal grant will fund the program in the amount of approximately \$150,000 in each of the first three years and \$100,000 in the fourth year. Approximately, \$60,000 will come from the University's internal resource reallocations. It is expected that these resources and tuition paid by students will more than meet the need of the proposed program for personnel, supplies, equipment and services, and other needs.

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 energy and fuels management. However, all of the University's degree programs are covered by the Higher Learning Commission accreditation.

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 Southern Illinois University Carbondale's Professional Science Master's in Advanced Energy and Fuels, 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.siuc.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information may be obtained from the Graduate School.

Staff Conclusion. The staff concludes that the Professional Science Master's in Advanced Energy and Fuels Management 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 Urbana-Champaign

Proposed Program Title: Bachelor of Social Work in the Prairie Region

Projected Enrollments: The University projects that the proposed program will enroll approximately 50 students in the first year and 100 students each year from the second year onward. It estimates that approximately 50 students admitted as juniors will graduate at the end of the second academic year and 100 students will graduate each year at the end of the third year onward. The graduation rate for the University's freshmen is over 80 percent after six years and from 90 to 95 percent for transfer undergraduates.

Background

The University of Illinois at Urbana-Champaign (University or UIUC) requests authority to offer the Bachelor of Science in Social Work (B.S.W.) on campus. The heart of the University is its undergraduate education. Many of the best and brightest students at UIUC are deeply interested in pursuing a career synonymous with the goals of the proposed social work program: addressing critical societal problems, improving the lives of the most vulnerable citizens in communities, and helping communities and organizations develop partnerships that improve social policies, programs, and services to meet the changing needs of diverse global environments.

As a result of the University's budget crisis in the 1990's and its impact on undergraduate education, the University eliminated its Bachelor of Social Work, and the last student in that program graduated in 1996. The program was one of the first baccalaureate programs in social work to be accredited in 1974 by the Council on Social Work Education. UIUC faculty (Brieland, Costin, Atherton) wrote one of the first text books in the field, *Contemporary Social Work* in 1975. There are currently over 700 alumni of the program who completed graduate education, and they are successful professionals in many fields, including social work, human resources, law, higher education, and financial planning.

In recent years, there has been a growing student interest in a social work program at the baccalaureate level to complement the University's accredited Master of Social Work (M.S.W.) degree which enrolled 271 students in 2007. A majority of students enrolled in an introductory social work course during Fall 2007 indicated their interest in an undergraduate major in social work if it were offered at the University. To address this need, the School of Social Work, which offers both the M.S.W. and the Ph.D. in Social Work, has developed the necessary curriculum for the program.

The goals and objectives of the proposed B.S.W. support the mission of the School of Social Work 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.

Between 2006 and 2016, The Illinois Department of Employment Security projects that occupational demand for social workers will grow by 21 percent in the state and 28 percent in the Chicago area. This growth is significantly higher than the average projection for occupations overall. Data from the U.S. Department of Labor indicate that growth projection for the nation is 22 percent, which is similar to Illinois figures. Graduates of the proposed program are likely to work in fields related to case managers for older adults, people with development disabilities, people with long-term mental illness, and individuals with substance abuse problems, as well as children and youth.

A 2004 study by the National Association of Social Workers identified a looming shortage of licensed social workers. Many of the respondents in the study reported increased use of non-social workers to fill vacant social work positions and increased outsourcing of social work tasks because of this shortage. According to data and projections of the Bureau of Labor Statistics, social work is one of the occupations most affected by projected baby boomer retirements with their retirement replacement needs reaching 95,000 between 2003 and 2008. The study indicated that 55 percent of the respondents from Illinois were 45 years or older, indicating a workforce that will be insufficient to meet the workforce need. The growing number of older people who will need the service of social workers is one of the factors driving the shortage of social workers.

The National Behavioral Health Study also forecasts critical shortages of social workers in mental health and substance abuse fields, and in areas related to children, youth, and their families. Projections of occupational need in these fields ran as high as 30 percent between 2006 and 2016. Furthermore, 40 percent of all disaster mental health volunteers trained by the

American Red Cross are professional social workers. Within Illinois, severe county-wide shortages for mental health professionals, particularly in rural counties and downstate, indicate that a need for more social workers in these areas will continue in the future.

The above documentation shows that there is, and will be, a demand for more social workers with baccalaureate and master's degree credentials in Illinois. Therefore, graduates of the proposed program should meet some of the current and projected state need.

Comparable Programs in Illinois

There are currently 15 accredited B.S.W. programs in Illinois. Most of these programs are at smaller institutions located in the Chicago metropolitan area. The University of Illinois at Chicago recently closed its B.S.W. program because of budget concerns and market competition in the Chicago area. Among the public universities, the B.S.W. is offered by six institutions (Governors State University, Illinois State University, Northeastern Illinois University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and Western Illinois University). Only the programs at Illinois State University and the University of Illinois at Springfield are close to the University. The proposed program is not expected to compete with these programs because most of its enrollments are expected to come from the University's juniors and a complement of transfer students from community colleges that are members of the Transfer Experience and Advising Mentor project. Additionally, UIUC will work to establish partnerships with community colleges as it has for bachelor's programs in fields such as nursing, engineering, labor studies, and business.

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 School of Social Work (School) embraces the three-fold mission of the University: teaching, research, and public engagement. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. It promotes the values of the social work profession through its commitment to diversity and social justice, along with its emphasis on the use of research-based practice with vulnerable and marginalized populations.

The purpose of this undergraduate program is to provide a comprehensive educational experience for students grounded in a liberal arts tradition and prepares them for excellence related to social work practice, policy, social engagement, and leadership. Within this broad context, the program will integrate knowledge and action with a focus on individual student development by:

- providing teaching and learning opportunities to gain integrative knowledge that emphasizes diverse theoretical perspectives, critical thinking, conceptual and perceptual understanding, and research-informed practice;
- promoting social work skills and competencies through action-oriented experiences (such as volunteering, service-learning, experiential learning) and a supervised agency-based field practicum, to gain hands-on opportunities in multi-cultural and ethically-based practice; and

- fostering professional development, socialization, and identification with social work through an approach that links reflective practice, self awareness, and ethical decision-making, which promotes the importance of continuing education and life-long learning for professional competency.

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.W. professional program begins in the junior year. To be admitted to the program, the following is required: (a) a minimum GPA of 2.0 and a minimum GPA of 2.5 in Introduction to Social Work, (b) evidence of strong communication and interpersonal skills, (c) evidence of personal attributes that are suitable for the profession of social work, (d) completion and documentation of a minimum of 50 hours of volunteer or paid work experience in a social work service agency within the last two years, and (e) completion of 60 semester hours of undergraduate coursework, including the general education requirements.

Curriculum

The curriculum for the Bachelor of Social Work consists of a minimum of 125 semester hours, including 30 hours of pre-professional coursework related to social work, 50 hours of core courses required for the major, of which ten hours will be for internship, and 36 to 39 hours of general education courses. The core courses for the major consist of 14 courses, including Social Work with Populations at Risk; Practice I: Overview of Generalist Practice; Practice II: Social Work with Individuals, Families, and Groups; Practice III: Social Work with Organizations and Communities; Social Welfare Policies and Services; Social Work Research Methods; Human Behavior in the Social Environment; Current Topics in Social Work; Field Practicum I and II; Field Seminar; and Professional Practice Seminar.

Field Practicum, consisting of at least 400 hours of field education, is the “signature pedagogy” of social work education. It is a key pedagogical experience in social work education, and it is a required component of the degree. In the latest Educational Policy and Accreditation Standards, the Council on Social Work Education highlighted the relevance of the practicum or internship component as the quintessence of the discipline representing the central form of instruction and learning. It integrates the theoretical and conceptual contributions of the classroom with the practical setting. UIUC notes that a Field Office infrastructure is already in place, and the additional component of coordinating practicum experiences for students in the program will not be difficult to accomplish because the University's M.S.W. program has practicum opportunities statewide and local demand for student interns is strong. The Field

Office expects to create additional community partnerships with new agencies and field instructors to increase practicum sites to support the proposed program. As indicated in the accreditation standards for social work, field education for the program will be systematically designed, supervised, coordinated, and evaluated by the faculty and the internship site staff based on criteria by which students demonstrate their achievement of the program's competencies.

Assessment of Student Learning Outcomes

Three trajectories are anticipated for graduates of the B.S.W. upon the degree completion, including, but not limited to, (a) professional social work practice at the generalist level, (b) entry into master's degree programs in social work with advanced standing because foundation competencies would have been met, and (c) career opportunities and/or graduate education in areas such as communication, corrections, education, government, healthcare, human resources, law, and non-profit management. The assessment of student learning outcomes in the program is an outcome-based performance approach which uses the ten core competencies in the field, including:

- identifying self as a professional social worker and conduct oneself accordingly;
- applying social work ethical principles to guide professional practice;
- applying critical thinking to inform and communicate professional judgment;
- engaging diversity in practice;
- advancing human rights and social and economic justice;
- engaging in research-informed and practice-informed practice; and
- responding to contexts that shape practice.

One key outcome measure will be the final evaluation of individual student performance in each core competency area that is done at the end of the field practicum. This is a direct measure of student learning applied in a social work agency setting. The program also will implement a capstone learning assignment or portfolio that will be evaluated in the last semester before graduation. Other measures of student learning outcomes that will be implemented include pre-and post-testing related to the ten educational competencies and grades students earn at the end of each semester in the 14 core courses for the major.

Program Assessment

As required by the IBHE, the B.S.W. program will submit a progress report of the program's accomplishments and challenges at the end of the third year of operation. The success of the program will be assessed by measures such as time to degree completion, graduation rates, results of faculty evaluation of each student's practicum experiences, the proportion of graduates who are admitted to professional or graduate schools, and the results of alumni and employer surveys. Accreditation of the program by the Council on Social Work Education will be another measure of the quality of the program.

The program will participate in the University's well established eight-year program review process, and the University will submit to the IBHE a summary of the program review, including strengths and weaknesses of the program, as well as steps that will be taken to address any serious problems found in the review.

Facilities (space, equipment, instructional materials)

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

When the current facilities and equipment were acquired, they were designed to accommodate an expanded undergraduate enrollment. The building includes an adequate number of classrooms and office space to accommodate future needs of the University.

Library

The University has extensive experience offering the M.S.W. because it has offered the program for over 60 years. It also offered one of the first B.S.W. programs accredited in the nation, until the program was eliminated because of insufficient resources. As a result, UIUC has a very significant collection of journals, books, databases, and other resources that will be used to support the B.S.W. program. The professional journals are the same for the master's and baccalaureate programs. During the last accreditation visit of the M.S.W., the University's library resources were cited as one of the areas of strengths of the School of Social Work. The librarian assigned to support social work and psychology programs and the Director of the University Library said that current resources are more than adequate to meet the needs of the proposed B.S.W.

Technology and Instructional Resources

Existing technology and instructional resources in the School of Social Work and the University are currently sufficient to support the M.S.W. program and the proposed B.S.W. program at the University. The University's building houses wireless equipments and a self-monitored computer lab accessible to undergraduate and graduate students. Each classroom has technologically innovative "smart" classrooms with overhead projectors, Internet access, and resident computers.

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 B.S.W. program expects to hire a faculty member to serve as the Program Director, a clinical faculty member to direct the field education program and also provide instruction, and an academic advisor/student affairs specialist to serve the program's students and assist in recruiting students and career development. The positions of Program Director and Field Education Director are required by the accreditation standards. The Program Director will report to the Associate Dean, who will report to the Dean. The School of Social Work has a well-developed administrative structure and process that support student services, budget development, and oversight. In addition to the existing faculty members in the School of Social Work and those to be hired, the program expects to hire some adjunct faculty from area social work agencies to teach courses and bring their professional experiences into the classrooms. An experienced group of adjunct faculty members currently teach in the M.S.W. program.

Courses in the program will be taught by current faculty who can teach in both the B.S.W. and the M.S.W. programs in order to capitalize on efficiencies in teaching. Tenured or tenure-track faculty will hold the M.S.W. and Ph.D. degrees. Faculty members are reviewed annually according to campus and the School of Social Work procedures to assess contributions to teaching, research, and service. Merit increases are based on the assessment and availability of funds. Those responsible for clinical programs will hold the M.S.W. and a minimum of five years of practice experience in social work. Each student will be assigned a faculty or staff advisor.

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 B.S.W. program. Because the proposed program will be a part of the School of Social Work, which already operates an M.S.W. and Ph.D. program in social work, some shared resources efficiencies will be achieved. The proposed program will be funded by the tuition revenues it will generate and some internal reallocations. Some of this tuition will be new revenues to the campus because between 25 and 33 percent of students are projected to be junior college transfers.

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.

When the Bachelor of Social Work is approved by the IBHE, the University will apply for candidacy for accreditation of the program by the Council of Social Work Education (CSWE) in Fall 2009 before students are admitted to the program in Fall 2010. Full accreditation takes three to four years. When final accreditation is granted to the program, students who entered the programs as juniors in Fall 2010 will be recognized as having graduated from an accredited program.

The University's M.S.W. program has been continuously accredited by the Council since the program was first accredited in the early 1950's. The program was awarded the full eight-year accreditation in 2002-2003, when it was most recently accredited.

The Illinois Department of Financial and Professional Regulation (Division of Professional Regulation) offers two levels of licensure for professional social workers. B.S.W. graduates are eligible to apply for the first level of licensure as social workers after three years of post-B.S.W. professional practice. Application for licensure requires verification of the B.S.W. degree by the conferring institution, verification of three years of supervised professional practice experience by a professional practitioner, a passing score on the national Association of Social Work Boards (ASWB) Intermediate examination, and proper submission of the application forms to the Division of Professional Regulation.

ASWB is the association of boards regulating social work. It develops and maintains the social work licensing examinations used across the country and in several Canadian provinces. The organization is a central resource for information on the legal regulation of social work. In 2007, 3,696 individuals took the bachelor level exam, yielding a 78% pass rate. Schools and programs of social work that are accredited by the CSWE prepare graduates for all levels of the national ASWB examinations.

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 Urbana-Champaign's Bachelor of Social Work, 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.uiuc.edu. Comparable information about the program will be published in hard copy in the University's Graduate Handbook. Similar information may be available from the School of Social Work upon request.

Staff Conclusion. The staff concludes that the Bachelor of Social Work program proposed by the University of Illinois at Urbana-Champaign 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 European Union Studies in the Prairie Region

Projected Enrollments: The University projects that fall enrollments in the Master of Arts in European Union Studies will grow from approximately four in the first year to 16 or more in the fifth year. The University also projects that approximately 12 degrees will be awarded in the program annually in the fifth year and beyond.

Background

The University of Illinois at Urbana-Champaign (UIUC or University) requests authority to offer the Master of Arts (M.A.) in European Union Studies. The primary objective of the proposed program is to provide students interested in the field opportunity to bring European Union expertise into their professional careers. Because the European Union (EU) is the largest economy in the world, it will present many career opportunities. The program also will provide international study abroad opportunities and international internships. Additionally, the program would play a critical role in maintaining and expanding the National Resource Center status of the University's European Union Center (Center). The federal government regards such area studies centers as national resources for teaching modern foreign languages, offering instruction in fields that foster better international understanding, and conducting research and training in area studies. The U.S. Department of Education currently provides about \$300,000 a year in Title VI NRC grants to support the University's European Union Center activities, including maintaining a specialized library collection, maintaining linkages with European higher education institutions, and employing specialized scholars in the field. The Center was approved by the IBHE in February 2007. On-going federal funding to support the proposed program and the Center helps the University serve many other goals associated with the research, education, and the land grant mission of the University. The goals and objectives of the M.A. in European Studies and the European Union Center are congruent with the mission of the University.

Student interests in the EU have grown in tandem with the emergence of the Union itself. To serve the interest, the University created the European Union Center nine years ago on a temporary, and then a permanent basis. Initially, the Center offered two graduate seminars on the topic. Students enrolled in the courses came from a variety of backgrounds, including law, business, education, urban and regional planning, as well as social sciences, such as political science and geography. This foundation, growing interest, support from the University, and external sources, led to the creation of the proposed program.

The proposed M.A. in European Union Studies will increase the number of high quality postsecondary credentials to meet the demands of the economy and an increasingly global society as called for by Goal 3 of the *Illinois Public Agenda*.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

Likely applicants to the proposed M.A. in European Union Studies include students preparing for careers in government, business, and other professions such as law, engineering, and other applied sciences. The degree covers related topics and issues such as technical policy-making, intellectual property rights, transportation systems, information technologies, agricultural practices, comparative politics, and international relations. Students interested in the program will include those who seek a second degree to broaden their training and career options. The M.A. in European Studies degree also is designed to serve Illinois K-12 teachers wishing to pursue a terminal master's degree in a content area.

There is growing interest in the EU on the part of international business and industry and the federal government because of the EU's competitive standing in business and commerce, national and international security, and bi-lateral collaboration. The federal government values a wide variety of expertise on the EU, and it has demonstrated its commitment by funding centers and programs that provide general, as well as technical training, in the subject. As indicated in the budget section of this proposal, federal funds will support the development of this program, and additional federal funding is expected when the program is fully established.

Examples of the University's graduates, now employed in professional careers, who might have benefited from the proposed program include a graduate who headed the Kiev Office for Development Alternatives Incorporated; a recent doctoral graduate who teaches courses on the European Union at Bradley University; a J.D. recipient who worked in international trade law and now teaches Agricultural Law at the University of Illinois; a graduate in economics who is on staff at the Deutsche Bank; and a current research fellow in environmental policy at the Policy Institute in London, England.

Comparable Programs in Illinois

There are few master's degree programs focusing on the EU or similar topics in the United States. Three Illinois universities offer programs in related areas: a Master's Degree in Eastern European Studies at the University of Chicago, a Bachelor of Arts in European Studies at Northwestern University, and a Baccalaureate Degree in Western European Studies at Illinois Wesleyan University. More institutions offer degree programs in one or two European languages, such as French and Spanish.

Mission and Objectives

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

The M.A. in European Studies is an interdisciplinary program designed to provide students with a factual background on the EU, and it will offer students an opportunity to work within multiple disciplinary frameworks to understand the EU's policies and transatlantic relations. Students in the program will graduate at an advanced level in at least one European language other than English and another area of expertise.

EU-related courses are offered by many academic departments throughout the University: political science, economics, sociology, law, agriculture, urban and regional planning, among others. These departments provide the depth and specialization necessary to support advanced study of the EU, as well as EU-U.S. relations from particular disciplinary perspectives. More than 200 faculty members currently teach or conduct research related to Europe; of these, at least 70 teach or conduct research related to Europe. In recent years, 16 faculty members from 11 colleges at the University provided academic leadership for EU-related teaching, research, and outreach through their active participation on the European Union Center's Faculty Advisory Board. All necessary courses will be offered by the University. In coming years, study abroad exchange programs, online courses, and overseas internship experiences will supplement the curriculum offered on campus.

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

Applicants for admission to the master's degree program should hold a bachelor's degree from an accredited college or university and have completed at least two years of a European language other than English. Graduate Record Examination (GRE) scores are required, as well as meeting admission requirements of the Graduate College. To be admitted, a foreign student must complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (or 213 on the computer-based test). Additionally, each candidate must write a statement of purpose showing how the M.A. in European Union Studies supports his or her educational and career plans.

Curriculum

The curriculum of the M.A. in European Studies consists of a minimum of 36 semester hours completed from at least three academic departments. Every student must complete successfully two required courses at the 500-level, a Proseminar in European Union Studies, and Topics in European Union Studies. It is expected that most students will complete the master's thesis, for which up to eight hours may be applied. A student may substitute at least two substantial research papers for the thesis as part of the required course work. A candidate for the

degree must demonstrate proficiency at the third or fourth-year level of course work in at least one European Union language other than English. A minimum of 12 semester hours of course work must be taken at the 500 level. Up to 12 hours may be credited for equivalent master's-level study abroad courses; up to eight hours may be credited for internships.

The following is a sample of courses that will be offered regularly to support the program: International Trade in Food and Agriculture, Global Agribusiness, International Economics, Comparative Employment Systems, International Comparative Management, International Human Resource Development, European Union Law, Modern Europe, Eastern Europe, Transnational Islam, Comparative Education, and Language and Minorities in Europe, along with specialized nation-specific studies.

The Coordinator of the program will advise each student admitted to the program.

Assessment of Student Learning Outcomes

Key components of the University's strategy to implement the assessment of student learning outcomes in the M.A. in European Union Studies consist of determining that students complete a high quality master's thesis for the degree and that each graduate achieve an advanced level of proficiency in at least one European Union language. Additionally, the program faculty will monitor student performance in the program based on the grades they receive in courses for the program, evaluation results of student internship experiences, the quality of faculty-student research projects, and the success of graduates in graduate studies beyond the master's degree, as well as their success in their professional careers.

In 2007 and 2008, the faculty who will be responsible for the proposed program used external evaluators from the Center for European Studies at the University of Florida and the University's Department of Education to evaluate the language programs offered through the University's area studies centers. The program will use similar external evaluators to assess the quality of student learning in the program and also the overall effectiveness of the program. Such feedback will help the program address any serious limitation found and the need to strengthen the program.

Program Assessment

In keeping with conditions of the U.S. Department of Education funding of National Resource Centers, the Center's Faculty Advisory Board will work with the College of Liberal Arts and Sciences to evaluate the program regularly. The program also will submit to the IBHE, as required, a progress report at the end of the third year of operation documenting successes and challenges. The European Union Center staff and this program's faculty will conduct regular assessments of this program to determine (a) the percent of graduates employed in EU-related activities, (b) general career advancements achieved by graduates, and (c) the degree of satisfaction of graduates and employers of graduates of the program. These assessments will be accomplished with the help of the University's online surveys distributed annually to students, faculty, and alumni.

Consistent with the University's well established policy on program reviews, this program will participate in the University's eight-year program review cycle. Summary of the review, including 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 year.

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 Master of Arts in European Union Studies will be housed in the offices of the European Union Center, and courses will be taught in classrooms provided by the College of Liberal Arts and Sciences and the College of Law.

Library

Many of the courses needed for the program are already offered with current resources. Existing library resources, including required text books, as well as print and e-journals needed to support the program, are already available in sufficient number and quality to meet the needs of students and faculty.

Technology and Instructional Resources

Existing instructional resources at the University are sufficient to meet the need of the program.

Faculty and Staff

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

The College of Liberal Arts and Sciences will assist in administering the program, and the program also will draw upon the expertise of faculty from the departments across the campus that will provide a broad range of disciplinary knowledge on the European Union. More than 200 faculty members currently teach or conduct research related to Europe; of these, at least 70 are affiliated with the European Union Center. Sixteen faculty members from the Colleges of Agricultural, Consumer Sciences and Environmental Sciences; Business; Communications; Education; Engineering; Fine and Applied Arts; Liberal Arts and Sciences; Law; and Veterinary Medicine have provided academic leadership in recent years for EU-related teaching, research, and outreach through their participation on the Center's Faculty Advisory Board. Many of these

faculty members also will take active part in the proposed program, as many goals and objectives of the Center and the program are closely related.

The European Union Center currently reports to both the College of Liberal Arts and Sciences and the Associate Provost for International Programs and Studies. The Center will provide primary administrative support to the program within the College of Liberal Arts and Sciences, led by the Director and a full-time Program Coordinator. Oversight for the curriculum will be provided by the Office of the Dean of the College of Liberal Arts and Sciences. Assistance with many support functions, including an Associate Director and an Outreach Coordinator, is currently provided by the Office of the Associate Provost for International Programs and Studies.

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.

The Master of Arts in European Union Studies will rely on the existing resources of the University, including faculty who are employed by departments in the College of Liberal Arts and Sciences, the College of Agricultural, Consumer and Environmental Sciences, and the College of Law. There is sufficient existing capacity in the current courses taught in the departments, and, thus, there is no need to anticipate expenditures tied to new faculty to support the program.

Estimated costs of the program include \$8,000 for additional teaching services for the first semester's interdisciplinary seminar and salary for the Coordinator of the program at approximately \$25,000. Expenditures for supplies are estimated at \$5,000 for the first year for promotional materials and \$2,500 for subsequent years for printing, website maintenance, and minimal additional library resources.

New funds for the new program will come from the European Union Center budget through the International Programs and Studies (\$18,000), from federal funding through the National Resource Center Title VI Grant (\$16,000 in the first year and \$13,500 in subsequent years), and from an internal reallocation of \$4,000.

The International Programs and Studies, a unit that coordinates, promotes, and supports international activities on campus, will provide facilities for offices for the proposed program, and the College of Law will provide classrooms for the program's course offerings and other activities.

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 related to the European Union Studies field. However, the University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the accreditation covers all degree programs offered by UIUC.

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 Urbana-Champaign's M.A. in European Union Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as the policies of the University and the College of Arts and Sciences and the Graduate College, will be published on the University's website, www.uiuc.edu. Comparable information about the program will be published in hard copy in the University's Graduate Handbook. Similar information may be available from the College of Liberal Arts and Sciences and the Graduate College upon request.

Staff Conclusion. The staff concludes that the M.A. in European Union Studies program proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) 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: Department of Media and Cinema Studies in the Prairie Region

Background

The University of Illinois at Urbana-Champaign requests authority to establish the Department of Media and Cinema Studies (Department) within the College of Media. The mission of the Department is to create media-literate students, scholars, professionals, and citizens better equipped to understand and work in the rapidly evolving media environment of the 21st century through teaching, research, creative endeavor, and public engagement. The University of Illinois at Urbana-Champaign requests authority to establish the Department of Media and Cinema Studies (Department) within the College of Media. To respond fully to this mission, the University seeks to establish the proposed Department with responsibilities to administer the Bachelor of Science (B.S.) in Media and Cinema Studies (previously the Bachelor of Science in Media Studies). In January 2009, the IBHE staff approved the merger of the baccalaureate degree in Media Studies with the concentration and minor in Cinema Studies in the College of Liberal Arts and Sciences to form a unified Bachelor of Science degree in Media and Cinema Studies. It is expected that, as a result of the merger, student demand for the B.S. in Media and Cinema Studies will grow. Fall enrollments reported by the University for the B.S. in Media and Cinema Studies in 2007 were 96; sixty-three degrees were conferred fiscal year 2007. The Media and Cinema Studies Working Group and the faculty from both media studies and cinema studies have endorsed the merger.

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.

As indicated above, the mission of the proposed department is to create media-literate students, scholars, professionals, and citizens better equipped to understand and work in the rapidly evolving media environment of the 21st century through teaching, research, creative endeavor, and public engagement. This mission is congruent with the mission of the University and the mission of the College of Media. The Department will build on a strongly international and a strongly interdisciplinary culture in both Media Studies and Cinema Studies. Students electing to complete a concentration in Cinema Studies will acquire a broad, general knowledge of cinema, with an emphasis on foreign cinema in addition to an emphasis on Hollywood found in more traditional programs.

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.

Existing resources, including classrooms, office space, library resources, and an environment for preserving films are sufficient to support the Department. No new classes to support the program are planned. While course enrollments are expected to increase, there will be enough choices to ensure that the increases will have minimal impact on 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.

Approximately nine faculty members are available to serve the proposed Department of Media and Cinema Studies. The total number of faculty is expected to increase from the existing nine to 12 in the third or fourth year of operation. Currently, faculty members who will be affiliated with the proposed department have impressive records of productivity in all areas of teaching, research, and service, indicative of the expected future strength of the Department. Examples of the faculty's collective accomplishments include the following: More than 60 books, book chapters, and articles in refereed journals were published in 2008; together the faculty have served on more than 100 editorial boards; this past year they gave invited academic lectures and papers in the United States and abroad in Spain, Tanzania, Norway, Sweden, England, and Canada; they are editors of five journals; one of them is the President and Convener of the World Congress of Qualitative Research, whose membership includes representatives from 40 countries; and in 2008, they won 12 awards for best publication or achievement in their fields. On average, each faculty member is active in five College and University committees and projects every year.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are requested to establish the proposed Department. The budget of the Department in the first year is expected to be about \$1,265,032, including \$104,125 from the University's internal reallocations. The total budget of the Department is projected to grow from \$1,265,032 in the first year to \$1,550,575 in the fourth year of operation. The funds will meet the costs for faculty and other personnel, as well as supplies, services, and equipment.

Staff Conclusion. The staff concludes that the Department of Media and Cinema Studies proposed by the University of Illinois at Urbana-Champaign 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 Southern Illinois University Carbondale authorization to establish the Professional Science Master's in Advanced Energy and Fuels Management in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Urbana-Champaign authorization to grant the Bachelor of Social Work, the Master of Arts in European Union Studies, and to establish the Department of Media and Cinema Studies in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

