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

Submitted for: Action.

Summary: This item requests approval of four degree programs at four public universities.

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

Eastern Illinois University
- Master of Science in Counseling in the Southern Region (Out of Region Authority)

Southern Illinois University Carbondale
- Bachelor of Science in Technical Resource Management in the Central, Prairie, and Western Regions (Out of Region Authority)

University of Illinois at Chicago
- Master of Arts in Latin American and Latino Studies in the Chicago Region

University of Illinois Springfield
- Bachelor of Science in Management Information Systems in the Central 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.

Eastern Illinois University

Proposed Program Title: Master of Science in Counseling in the Southern Region (Out of Region Authority)

> *Projected Enrollments*: Eastern Illinois University has projected that enrollments in the proposed Master of Science in Counseling will be a cohort of approximately 25 students every third year. It is expected that all 25 students will graduate every third year. As a result, no degrees will be awarded in the fourth and fifth years because there would be a new cohort of students.

Background

Eastern Illinois University (EIU or University) requests authority to offer the Master of Science (M.S.) in Counseling in the Southern Region in response to a request from the Regional Superintendent of Schools in Mt. Vernon. The proposed program is designed to prepare students to meet the state's requirements for the School Counselor Certificate (Type 73) or the Licensed Professional Counselor license. EIU has offered the same program (as an M.S. in Guidance and Counseling before 2001) on its campus for over 40 years. It also has offered this program at an off-campus site for over ten years in collaboration with Parkland College within the Prairie Region. The existing program is accredited by the Council for Accreditation of Counseling and Related Education Programs. The program is so successful that its students have a 100 percent pass rate on the State Licensure Exam to obtain the certificate. The on-campus program enrolled 100 students in Fall 2008 and awarded 43 degrees in fiscal year 2008.

By offering this program in the Southern Region, the University will support its mission to provide accessible education to its constituents. Further, it will be responsive to the expressed needs of employers in the Southern Region to have credentialed staff members who are prepared to fill vacancies as school counselors, licensed professional counselors, or licensed clinical professional counselors, and it will be improving the quality of K-12 education in the Southern Region.

Need

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

According to the Mt. Vernon Regional Superintendent of Schools, who has requested that EIU offer the proposed program in its region, many school counselor positions in the Southern Region are not filled, or they are filled by individuals who hold temporary certificates because of a shortage of qualified applicants in the region. This problem will continue as numerous school counselors are expected to retire in the next five to ten years, creating hundreds of job openings throughout the state. If approved, the proposed program will help to alleviate this problem.

With a ratio of 700 students to one counselor, Illinois currently ranks 45th in the nation according to that metric. This is contrary to the recommendation of the American School Counselors Association that there be a maximum of 250 students to one counselor. The national average is 500 students to one counselor. Given Illinois' interest in closing this gap and the University's mission and goals to prepare students to enter counselor education professions, offering the proposed program in the Southern Region will address a shared goal.

The U.S. Bureau of Labor Statistics' *Occupational Outlook Handbook*, 2008-2009 Edition (The Handbook) indicates that "employment for educational, vocational, and school counselors is expected to grow by 13 percent." The Handbook notes that "expansion of the responsibilities of school counselors should lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide."

EIU has offered the M.S. in Counseling at an off-campus site for over ten years in collaboration with Parkland College. Due to the severe shortage of school counselors in Illinois, the Department of Counseling and Student Development (the Department) and the University have made training off-campus cohorts of school counselors a high priority. By using the technology grants it was awarded by the University in fiscal year 2001 and fiscal year 2002 to develop web-enhanced and web-delivered courses, the Department is now able to more effectively meet the needs of place-bound off-campus learners, including those in the Southern Region.

Comparable Programs in Illinois

While comparable programs in the field include Southern Illinois University Carbondale's M.S. Ed. in Counselor Education and the University of Illinois Springfield's M.A. in Human Development Counseling, these programs do not serve place-bound students. Eastern Illinois University proposes to offer the proposed program in the Southern Region because it was specifically requested by the Regional Superintendent of Schools at Mt. Vernon due to the high quality of EIU's existing program, its graduates' success, and its willingness to meet the needs of place-bound students.

Mission and Objectives

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

The Master of Science in Counseling is designed to meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), by which the on-campus program is accredited. The program prepares students to meet state requirements of School Counselor Certificate (Type 73) or to pursue a Ph.D. or Ed.D. in Counselor Education, Counseling Psychology, Clinical Psychology, specialized training in Marriage and Family Counseling Play Therapy, or private practice.

The existing program uses CACREP standards to develop and maintain the curriculum for the Master of Science in Counseling. The proposed program has the following six objectives and intended outcomes for the program based on CACREP standards:

- candidates will display the required academic preparation and professional disposition necessary to succeed in the Master of Science in Counseling;
- candidates will display evidence of skills in the areas of written, verbal, interpersonal, and technological communication;
- candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory and practice in the discipline;
- candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program and after graduation;
- candidates will display evidence of advanced scholarship through research and or creative activities; and
- candidates will display evidence of content knowledge of the discipline that meets or exceeds the criteria set forth by the CACREP.

The goals and objectives of the proposed program are consistent and supportive of the mission and priorities of the College of Education and Professional Studies 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

To be admitted to the Master of Science in Counseling program, an applicant must:

- hold a baccalaureate degree from a regionally accredited college or university with a minimum grade point average (GPA) of at least 2.75 out of 4.0;
- complete the Graduate School Application and the departmental application for admission;
- submit an official transcript from all colleges and universities attended;
- submit official Graduate Record Examination (GRE) scores; and
- submit two letters of recommendation, and participate in the pre-admission orientation and interview.

Final decision for admission requires a background check and a successful completion of the Illinois State Board's Basic Skills Test. Applicants are not required to have completed a specific undergraduate degree to be admitted to the program. However, they must complete three courses constituting nine semester hours prior to entering the program, unless they have already earned the School Counselor's Type 73 Certificates. The three pre-admission courses are SPE 2000-Disabilities in the Context of Education and the Life Span, EDF 5500-Theory into Practice: Curriculum Development, and EDF 5510-Theory into Practice: Social Foundations for Educational Practice.

Curriculum

The curriculum for the Master of Science in Counseling consists of 16-5000 and 6000 level courses that comprise 48 semester hours every student must complete to graduate. The courses are grouped into three categories: hands on internship and practicum consisting of 12 hours, applied counseling courses constituting 21 hours, and courses on foundations, research, and theories. Every student must complete 15 specific core courses, including Research Method, Theories of Counseling, Pre-Practicum, Cross-Cultural Counseling, Human Development for Counselors, Group Counseling, Practicum, Appraisal, Career Counseling, Foundations of School Counseling, and School Counseling Internship. The student must also complete two elective courses. The curriculum was designed in consultation with standards of the CACREP.

Internship and practicum requirements for the degree involve extensive experiences and intensive supervision. The practicum is intended to combine coursework with a 100-hour field experience conducted in a setting as similar as possible to that which practicum supervisees subsequently intend to seek employment. The nature of the experiences should be very much like that of a regular counseling position, but with intensive supervision both on-site and on-campus. The internship is designed to be an intensive 300-hour field experience for two consecutive semesters for a total of 600 hours, and is to be conducted in a setting very similar to where licensed counselors are employed. In addition to field experiences, the internship requirements include instructor visits, supervised hours, individual supervision, and participation in the classroom.

Students nearing graduation are expected to display evidence of the program's content knowledge that meets or exceeds the criteria set forth by the specialized accreditation by taking and passing the National Counselor Educator Exam, the State Counseling Licensure Exam, and the Department's Comprehensive Written Exam.

Assessment of Student Learning Outcomes

The primary assessment tools that will be used for assessment of student learning outcomes are rubrics developed for departmental-wide assessment of degree programs from the six programmatic learning goals and objectives listed above under Mission and Objectives. They focus on demonstration of evidence related to the required academic preparation and professional disposition, written, verbal, interpersonal, and technological communication, critical thinking and problem solving skills, academic rigor, legal and ethical practice, advanced scholarship through research and/or creative activities, and content knowledge that meets or exceeds the standards of the specialized accreditation. In addition, the program will apply other measures that are currently used by the existing M.S. in Counseling, including tests and exams, the national and state licensing examinations, and feedback from supervisors of practica and internships in a specific field.

Program Assessment

The assessment plan for the Master of Science in Counseling revolves around the six objectives and outcomes for the program based on the standards of the CACREP, which has accredited EIU's existing master's program in counseling. In addition, feedback will be periodically provided on graduates' performance by practicum supervisors, principals, and the regional superintendent of schools. Feedback also will be provided by alums in response to periodic surveys conducted by the University. CACREP evaluation of this program will be an integral part of the program's assessment.

Eastern Illinois University's assessment of degree programs requires that all academic departments gather assessment results annually, analyze the results, and devise means of using the information to improve each program. The data collected include grades, GPAs, graduation rates, and time-to-degree completion.

Consistent with the Illinois Board of Higher Education's (IBHE) staff requirements, the Department will prepare a progress report about this program at the end of the third year of operation and will submit it to the IBHE staff via the Office of the Provost. The program will participate in the IBHE eight-year program review cycle and prepare a summary of the reviews, including the program's strengths and weaknesses, as well as steps that will be taken to improve the program. A copy of the summary will be submitted to the IBHE staff by the Office of the Provost, along with summaries of other programs reviewed during 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.

Mt. Vernon's Regional Office of Education is prepared to provide classrooms, laboratories, and other equipment necessary to support this program. The building includes well-equipped computers, Wi-Fi, and audio/visual equipment. The research methods and the professional orientation courses will offer a section to train students in the use of instructional technologies and other technologies.

Library

EIU has indicated that there are 23 required textbooks for this program, including *Research in Education: Evidence-Based Inquiry; Counseling: A Comprehensive Profession; Ethical, Legal, and Professional Issues in Counseling; Theories of Counseling and Psychotherapy; Counseling the Culturally Diverse: Theory and Practice; Case Approach to Counseling and Psychotherapy; Principles and Applications of Assessment in Counseling; Counseling in Schools: Essential Services and Comprehensive Programs; and Portrait and Model.* The textbooks are available from EIU's Textbook Rental Service. In addition to the textbooks, other library resources will be available in the Booth Library, the University's main library, and through the Illinois State Library System, which provides access to 71 academic and research libraries in Illinois.

Technology and Instructional Resources

The proposed program will use WebCT, an online learning environment, Turning Point, an audience response/participation system, Eluminate, a web-based conferencing software, LiveText, an online student learning assessment portfolio, and web page development, among many others. To support students' use of, and access to, instructional technology, EIU has a central server through which faculty and students may access (free of charge) Adobe, Microsoft Office, Statistical Package for the Social Sciences (SPSS), and other specially requested products. Booth Library offers many of its resources online, as well as providing special directions for off-campus access (http://www.library.eiu.edu/welcome.html). The University also staffs a technology helpline with experts who can answer callers' technology questions. Extensive online services for faculty and students are provided by EIU's Online Course Development Institute. These services are accessible from the Center for Academic Technology Support's (CATS)

website at http://www.eiu.edu/online/home/. To take advantage of the online resources, each student will be provided with authorization to remotely access these resources.

Faculty and Staff

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

The proposal indicates that five full-time, tenure-track faculty members with Ph.D.s are approved to support this program. In addition, one faculty member with a Ph.D. is on full-time contract, and one faculty member with a Ph.D. will teach part-time, off-campus in the Southern Region. The seven faculty members have appropriate qualifications to teach courses in this master's program.

The faculty evaluation process includes annual evaluation by the Department Chairperson and contractually mandated student evaluations. Retention, promotion, and tenure decisions are governed by the faculty contract.

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 needed to establish the M.S. in Counseling in the Southern Region. The program will be funded by internally reallocated resources from EIU, including tuition and fees that students in the program will pay. Estimated total resources to support this program will vary from year to year, *i.e.,* $122,378 in the first year, $130,028 in the second year, $92,085 in the third year, and $150,041 in the fourth year. The estimated expenditures are much lower in the third year, as there will be no summer school tuition because the first cohort will graduate during the previous spring semester. A new cohort begins in the following fall semester. Expenditures are highest in the fourth year because of expected increases in faculty salaries, program expenses, and tuition increases.

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.

The existing Master of Science in Counseling is accredited by CACREP through 2013, which is when the program will apply for re-accreditation. The existing accreditation will cover the proposed program until the next CACREP evaluation.

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.

The program is designed to prepare students to meet the state's requirements for the School Counselor Certificate (Type 73) or the Licensed Professional Counselor license. EIU's students have a 100 percent pass rate on the State Licensure Exam to obtain the certificate.

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 Eastern Illinois University's Master of Science in Counseling, 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.eiu.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 Master of Science in Counseling program proposed by Eastern 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 Technical Resource Management in the Central, Prairie, and Western Regions (Out of Region Authority)

> *Projected Enrollments*: Southern Illinois University Carbondale has projected that enrollments in the proposed Bachelor of Science in Technical Resource Management will grow from 30 in the first year to 40 in the fifth year in the Central, Prairie, and Western Regions. It has estimated that three degrees will be awarded in the third year and 12 degrees will be conferred annually in the fourth year and beyond. It is expected that initially, more students will be enrolled from the Prairie Region than any of the other two regions because the Prairie Region has the largest population of potential students. However, instruction will take place in all three regions.

Background

Southern Illinois University Carbondale (SIUC or University) requests authority to offer the Bachelor of Science (B.S.) in Technical Resource Management in the Central, Prairie, and Western Regions. The proposed program will be an expansion to three other regions of the University's successful Bachelor of Science in the same field established on campus in the Southern Region over 35 years ago. SIUC has reported that this program enrolled 91 students in Fall semester 2008, and it has reported that 40 degrees were awarded in the program in fiscal year 2008.

The B.S. in Technical Resource Management is designed to prepare students for career paths and advancement as team leaders, project managers, and supervisors in their respected areas of technical expertise. It is also well-suited for Associate of Applied Science graduates with entrepreneurial goals of business ownership. The primary difference between the proposed program in three regions and the existing program is that the proposed program will be offered to place-bound students due to family and/or employment obligations. The program will be offered in collaboration with 12 community colleges including: Parkland College in the Prairie Region; Heartland Community College, Illinois Valley Community College, and Lincoln Land Community College in the Central Region; and Black Hawk College and John Wood Community College in the Western Region. The plan is congruent and supportive of the *Illinois Public Agenda for College and Career Success* priority to increase baccalaureate opportunities for place-bound students who cannot study on four-year campuses.

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.

SIUC has been requested to offer the program in the Central, Prairie, and Western Regions by a number of human resource executives, including Mt. Vernon's Continental Tire of North America, Walgreens Distribution Center, Laborer's International of North America, and other labor unions.

The construction industry has been targeted by the U.S. Department of Labor's Education and Training Administration (DOL ETA) as meeting the "President's High Growth Job Training Initiative."   It is also identified by the Bureau of Labor Statistics as one of 12 high growth industries for in-demand employment of skilled workers for a competitive 21st-century workforce. Management positions in the construction industry are listed among the top 50 in-demand occupations through 2014 of all occupations listed with the Department of Labor. Furthermore, the proposed program supports the President's enrollment priorities for universities to respond to the needs of appropriate market niches, to establish collaborative educational partnerships, and to strengthen partnership with community colleges, industry, and labor organizations.

To date, memoranda of understanding have been signed by the Midwest Division of the Laborer's International Union of North America, Continental Tire of North America, Parkland College, and Rend Lake College to provide this program in targeted higher education regions.

Comparable Programs in Illinois

The B.S. in Technical Resource Management program will not duplicate any existing program in the targeted higher education regions. Instead, it will expand the current program offered on the SIUC Campus. No similar program in Illinois offers a two-year baccalaureate completion opportunity for graduates of Associate of Applied Science degrees with emphasis on team leadership, productivity, quality, and management.

Mission and Objectives

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

The Bachelor of Science in Technical Resource Management is designed for students who have completed a technical or occupational Associate of Applied Science degree or equivalent technical training at technical institutes, community colleges, or industry training programs. The program will prepare students for careers and advancement as team leaders and supervisors in a variety of technical fields. To meet the needs of place-bound students outside the Southern Region, the program will be delivered at community colleges, military bases, and/or business and industry sites.

The proposed program has six objectives to:

- meet workforce needs of business and industry for technologically trained team leaders and supervisors;
- offer the degree program to a specific market niche or to non-traditional and place-bound graduates of Associate of Applied Science degree programs;
- offer a capstone option for traditional technical and vocational Associate of Applied Science graduates who have entered career programs that do not transfer to existing career-related baccalaureate degree programs;
- develop linkages with community colleges and other entities to deliver the program off-campus where it is accessible to prospective students;
- develop a flexible delivery format that could include weekend and/or evening classes and could incorporate distance learning, computer assisted instruction, and problem-based learning; and
- develop and expand the technology management body of knowledge and discipline in the regions and the state.

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 Bachelor of Science in Technical Resource Management, the applicant must have 1) previously completed a minimum of 26 semester hours of college transferable credits with a GPA of 2.0 or above (except veterans or active duty personnel who are admitted to degree programs in good standing regardless of their previous post-secondary GPA and the number of transfer credits); and 2) have a background appropriate for this technical program. Students under the age of 21, at military and non-military sites, with fewer than 26 semester hours of post-secondary coursework must submit their high school transcripts or General Educational Development (GED) scores and must submit American College Test (ACT)/Scholastic Aptitude Test (SAT) scores for admission consideration.

Curriculum

The curriculum for the program consists of at least 120 semester credit hours, including 41 hours of core requirements, 36 semester hours for the technical resource management major, and 43 hours of approved technical or career electives. A maximum of 24 semester hours out of the 43 hours of approved technical or career electives may be from an approved apprenticeship, work experience credits, internship, or independent study. A minimum of 60 semester hours must be completed at SIUC.

Prior to graduation, students are expected to complete the following ten 300- and 400-level core courses for the program: Application of Technical Information, Fiscal Aspects of Technical Management, Legal Aspects of Technical Management, Work Center Management, Data Interpretation, Professional Development, Managing for Quality, and Project Management. A student may select to complete a specialization in the program in Health and Safety Management.

At the conclusion of the program, each graduate of the program should be able to:

- demonstrate the ability to identify, define, and analyze problems within his or her specialty and to resolve the problems as they pertain to the labor force, fiscal aspects, data analysis, legal issues, and human resource management;
- demonstrate the ability to apply various methods and terminologies as they apply to various functions of a technical supervisor or manager;
- demonstrate the ability to apply critical thinking skills for problem solving, data analysis, management problems, and technical information; and
- demonstrate relevant work-related technical skills, verbal and written communication skills appropriate to a particular work environment, and work effectively as a team member and leader.

Assessment of Student Learning Outcomes

Assessment of student learning and outcomes in the B.S. in Technical Resource Management will be consistent with the College's and SIUC's policies and practices on the assessment of student learning. Student learning, progress, and achievement in the program will be evaluated using several measures. The measures include: 1) written and online assignments, written examinations, in-class and online discussions, individual and group oriented course projects, and final course project presentations; 2) evaluation of student projects and portfolios; and 3) evaluation of student internships and apprenticeships. Other measures to assess student learning in the program will include: student grades and GPAs, graduation rates, and time-to-degree completion. The success of students who complete the specialization in Health and Safety Management will be measured by their performance on the Board of Certified Safety Professionals (BCSP) Council on Certification of Health, Environmental and Safety Technologists (CCHES) division of national certification examinations for safety trained supervisors, construction and safety technologists, and environmental and safety technologists.

Program Assessment

To ensure that the program meets its objectives, the assessment plan calls for evaluation of four elements. First, the program will be reviewed by an advisory panel of industry professionals to ensure it has the content and rigor to prepare graduates for leadership and supervisory responsibilities in technical management. Second, all courses will be evaluated by students at the end of each semester as a means to gather student perspectives on their effectiveness. Third, in the senior capstone course on Project Management, each student will produce a portfolio containing selected reports and projects required in the program. The portfolios will be evaluated to document the students' level of achievements and any problems identified. Fourth, periodic follow-up surveys of graduates and their employers will be conducted to document the level of alumni and employers' satisfaction with the program.

Consistent with IBHE requirements, the University will submit a progress report on behalf of the proposed program in technical resource management at the end of the third year of operation. The report will summarize key areas of accomplishments and challenges that remain to be addressed in the program. As other degree programs at SIUC have done, this program's faculty will participate in the IBHE'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, 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

A search of Morris Library's vast collections indicated that there will be enough library resources to support the existing program offered on campus and the new program to be offered in the three regions.

Specific library resources that will support the program include the following journals: *Technical Resource Management Research Guide*, *Labor Law Journal*, *Accounting Review* (for the subject of Quantitative Methods of Technical Resource Management), *Construction Management & Economics*, *Journal of Construction Engineering and Management*, *GAO Reports*, *International Journal of Environmental Technology and Management*, *Business Process Management Journal*, *Production Planning & Control*, and *Journal of Manufacturing Technology Management*. These resources will support courses for the existing program and the proposed program. In addition, many faculty members have individual subscriptions to journals

that are not in the library, and they have acquired rich collections of personal library resources which they will share with students in the program.

Technology and Instructional Resources

Place-bound students who are in distance education classes and/or off-campus academic programs, such as the proposed program, are able to access all library resources online through the Internet. In addition, students can take advantage of the online chat reference service for any immediate question or requests.

Blackboard Learning System, a web-based server software platform, is currently used to support the existing program and it will be used to deliver courses and management of the program. The system supports effective teaching and communication with students. It also can be used to collect and organize grades and reports, disseminate questionnaires, administer exams, and perform assessment, among others. Technical support is provided to students and faculty as needed via the Help Desk. Other resources that will be available to this program's students and faculty include SIUC's Video Conferencing Services which puts instructors face-to-face with students across the state and beyond. It supports over 40 video classrooms. The service also is available to collaborating institutions in the Southern Illinois Collegiate Common Market, including community colleges. Finally, all SIUC students have access to the SIUC SalukiNet Web Information System, which permits students to have instant and secure access to their records in the offices of Records and Registration, Undergraduate Admissions, the Offices of the Bursar, and Financial Aid.

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.

SIUC has indicated that the proposed program will be well equipped with personnel to manage, maintain, and deliver the program to on-campus students and to those at off-site regions targeted in the proposal. The program will be served by three tenured and tenure-track faculty. Each one is highly qualified and has appropriate academic credentials and industry experiences in technical management. In addition, the interdisciplinary Specialization in Health and Safety Management will be collaboratively managed and delivered by regular faculty members with appropriate terminal degrees in the Department of Health Education and Recreation. All tenured and tenure-track faculty positions have responsibilities for teaching, research, and service for the program and the discipline. Faculty teaching the off-campus program will be evaluated in the same way as faculty teaching in the on-campus program, with additional feedback items specific to the delivery methods and management of courses offered in off-site locations.

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 Bachelor of Science in Technical Resource Management in the Central, Prairie, and Western Regions. The program will be funded by the University's internal resource reallocations, including some of the tuition and fees paid by students admitted to the program. It is projected that funding for the program will grow from $76,950 in the first year to $102,600 in the fourth year. These funds will support offering the program in the three targeted higher education regions. Funding for the program may increase or decrease depending on future student and occupational demand for 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 no specialized accreditation for programs in technical resource management. However, the University, and all the degree programs it offers, is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Currently, there is no state licensure for graduates of the program.

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 Bachelor of Science in Technical Resource Management, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University policies, will be published on the University's website, **www.siuc.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 Applied Arts**.**

Staff Conclusion. The staff concludes that the Bachelor of Science in Technical Resource 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 Chicago

Proposed Program Title: Master of Arts in Latin American and Latino Studies in the Chicago Region

> *Projected Enrollments*: The University projects that the proposed program will enroll four to six students per year, with a total program enrollment of approximately ten students in any given year (of which three are enrolled full-time). Enrollment is expected to grow to a total of about 15 full-time and part-time students within five years.

Background

The University of Illinois at Chicago (UIC or University) requests authorization to offer the Master of Arts (M.A.) in Latin American and Latino Studies (LALS) to be administered by the multi-disciplinary Latin American and Latino Studies program within the College of Liberal Arts and Sciences (the College). The program will be offered in the University's home region, the Chicago Region.

Building on a strong Bachelor of Arts in Latin American and Latino Studies degree program, which has produced over a third of the bachelor's degrees in the field in Illinois in the past eight years, the proposed M.A. in LALS will advance research on, and knowledge of, Latino communities in the United States and both draw on and advance interdisciplinary collaboration among UIC's existing programs and departments.

The Latin American and Latino Studies program (a major and minor) was established at UIC in 1971 and was the first in the country to combine traditional area studies of Latin America with the study of Latino communities in the United States. It also offers a graduate concentration to students in other master's and doctoral programs across the campus. The program has been able to attract some of the leading scholars in both the humanities and the social sciences. It has always had a very close relationship to community based organizations in Chicago, often providing them with student interns, as well as sponsoring collaborative research projects. Many of the leaders of community based organizations throughout the Chicago region have studied in the UIC program.

As the population of Latinos in the state has grown, so has the interest to study at the bachelor's and master's level and to understand the needs of this population. The program has continued to grow, offering more classes, engaging more scholars in the study of Latinos and Latin America, and increasing the number of graduates from the Bachelor of Arts (B.A.) program.

Need

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

The Chicago metropolitan area is home to over a million Latinos from nearly every country in Latin America. The LALS M.A. program will provide students with the foundations for research and policy-oriented careers in local, state, and federal government, international organizations, community-based organizations, and the private sector, where knowledge of the Latin American and Caribbean populations and the U.S. Latino populations is in demand. Few graduate programs in the United States (and none in Illinois) offer a comprehensive emphasis on the experience of Latin America and its diaspora, both regionally and at a national level. As part of the planning process for the program, a survey was sent to 14 comparable master's level programs across the nation to determine application levels, acceptance rates, and employment rates. Programs report applications ranging from as few as ten to as many as 120 and vary as widely in selectivity. Graduates typically continue to doctoral study or find employment (or advance professionally) in either business settings or not-for-profit contexts (e.g., K-12 education, government, community, or other non-government organizations).

Comparable Programs in Illinois

There is no similar program in the State of Illinois. The emphasis of the program on transnational phenomena of the Latino/a population in the United States, coupled with the expertise and configuration of the LALS faculty at UIC, make the proposed graduate program unique. While the University of Chicago and the University of Illinois at Urbana-Champaign both offer master's degrees in Latin American and Caribbean Studies, these programs focus solely on the history and contemporary experience of Latin America as a regional field, and do not acknowledge and incorporate the study of significant transnational phenomena beyond the geographic area. As a result, these programs do not address the continuous flows of population that mutually inform the histories and societies of the United States and Latin America, including the significant and growing Latino/a communities in the United States today. UIC's LALS would be the only program to offer a graduate degree in the State of Illinois that organically combines an interdisciplinary study of the history and contemporary experience of Latin America and

Latinos in the United States. When compared to these programs, the LALS M.A. program provides a unique integration of social sciences and the humanities, as well as area studies and ethnic studies. Furthermore, there is only one comparable program in the United States, which is offered by the State University of New York (SUNY) Albany.

The community research and internship component of the proposed program offers a unique opportunity to develop theoretical and historical knowledge while students develop research skills in a real life setting. This component also helps to integrate academic study and work experience. In this sense, UIC will be targeting a traditional graduate student population as well as the non-traditional student working in community-based organizations. Students who enroll in the M.A. are expected to be looking for a way to transition from the B.A. into graduate education or are looking for career development opportunities. In this sense, this program will not be competing for the same students as other programs in the area. Regarding M.A. programs at UIUC or UIC in related areas, staff anticipate that LALS course offerings may serve some of those students and that some LALS students are likely to take advantage of available courses outside the major that could help them further training in a particular area of interest. Indeed, the new courses may attract new students into the LALS concentration.

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 purpose of the Master of Arts in Latin American and Latino Studies program is to offer an interdisciplinary perspective to the study of both contemporary Latin American societies and of historical minorities and immigrants of Latin American descent living in the United States.

Building on two premises of UIC's mission, "to create knowledge that transforms our views of the world" and "to foster scholarship and practices that reflect and respond to increasing diversity of the U.S. in a rapidly globalizing world," the proposed program emphasizes the histories and experiences of Latin American people as they enter into a transnational dialogue that defines both American and Latin American identities, cultures, economies, and politics in the 21st century.

The program's interdisciplinary training, which ranges across the social sciences, humanities, cultural studies, and history, will provide rigorous training on the subject of Latin America and Latino populations to prepare its graduates either for further graduate (doctoral or professional) study or for work in community organizations and business. The research internship course will provide students with a solid foundation for integrating LALS academic training with their work experience. The proposed master's program also is intended to serve as an entry-level degree for careers in government service, teaching, non-for-profit organizations, NGOs, and business. In addition, the new M.A. is intended to serve the needs of educators wishing to gain some expertise in Latin America and Latino Studies, as well as professionals working in community organizations, social services, health, etc. Moreover, as a large portion of undergraduate students in LALS come from Latino and immigrant backgrounds, the M.A. program will be instrumental in motivating and training future community leaders.

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

In addition to the Graduate College minimum requirements, applicants must meet the following requirements to be admitted to the program:

- a baccalaureate degree (no field restrictions);
- a grade point average (GPA) of at least 3.0/4.0 in the final 60 semester hours (90 quarter hours) of undergraduate study;
- Graduate Record Examination (GRE) scores;
- three letters of recommendation, preferably from faculty members in the social sciences and humanities;
- a minimum Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer-based), 80 (new Internet-based TOEFL), with sub-scores of 19 in reading, 17 in listening, 20 in speaking, and 21 in writing; and
- a personal statement addressing the applicant's professional and personal goals.

Applicants are considered on an individual basis. The program will accept and review applications for the Fall semester only. Transcripts for all undergraduate and any graduate work must be submitted with the application.

Curriculum

Five components of the program curriculum will help prepare the students toward the proposed program's goals: 1) introductory and pro-seminar courses; 2) introduction to research methodology; 3) electives enabling students to focus on particular areas of study and emphasize a particular set of disciplines as part of their training; 4) field experience; and 5) research and writing.

The curriculum of the proposed program consists of a minimum of 34 semester hours beyond the baccalaureate degree, of which ten must be at the 500-level. Only 400- and 500- level courses can be applied toward the degree. Credit toward the degree is given only for courses in which a student receives a grade of A or B.

Every student in the program is required to complete 26 hours of required and eight hours of elective coursework:

1. Three new 400-level courses, which also will be available to undergraduates:
   - LALS 403 Interdisciplinary Research Methods (4 credits or equivalent courses, such as SOC 501 or 509)
   - LALS 497 Community Research Internship (4 credits)
   - LALS 498 Community Research (4 credits)
2. Two new courses for graduate students:
   - LALS 504 Pro-seminar in Latin American and Latino Studies (2 credits)
   - LALS 590 Directed Research (4 credits)
3. Two existing courses:
   - LALS 501 Latinos and Latin America in Transnational Context (4 credits)
   - LALS 502 Topics in Latin American and Latino Studies (4 credits)
4. Two electives at the 400- or 500-level (from course offerings in LALS, History, Sociology, Spanish, and Urban Policy ranging from Ancient Maya Writing, Language, and Culture; Andean Prehistory; Studies in Language Policy and Cultural Identity; Indians of the Andes and the Amazon; Advanced Seminar on Hispanic, Colonial, and Postcolonial Letters and Culture; Advanced Seminar on Postmodern Latin American Literature, Film, and Culture; Advanced Seminar on Trans-American, Transatlantic, and/or US Latino Studies; Globalization and International Planning; and Urban Revitalization and Gentrification) (4 credits each).

In addition, students in this program may complete an Interdepartmental Concentration in Gender and Women's Studies.

Students will be expected to work 15 hours in a community-based organization assigned to a specific research project, which is to be agreed upon prior to placement. For the internship class, students will be expected to submit weekly reports that will be verified with research supervisors from the community-based organizations. There also will be periodic meetings between faculty and the community-based supervisors. The end result of this process will be a field research report.

The community research class, to be taken concurrently with the internship, will include theoretical and historical readings appropriate to the research topics. It will introduce students to multiple forms of research strategies and methods used by community-based organizations to assess needs, develop programs and policies, and advocate for particular policies. A special emphasis will be placed on the ethics and procedures of conducting research.

Assessment of Student Learning Outcomes

Graduates will be expected to show an M.A.-level mastery of contemporary scholarly discussions in the fields of Latin American and Latino Studies and to develop a clearly focused interdisciplinary research project according to the following criteria:

- posing a meaningful research question in the field of Latin American and/or Latino Studies, developing appropriate methodological approaches to propose an answer, and conveying the results in the form of a publishable research paper; or

- defining a relevant policy issue in the context of a specific community or advocacy agenda within an organization, establishing the appropriate methodology and criteria to examine the problem, and producing relevant documentation supporting a specific solution in the form of a publishable policy paper.

At the end of the first year, the Director of Graduate Studies and faculty teaching LALS 501 and 502 will evaluate each student's progress, including work in these courses and overall participation in the pro-seminars.

Headed by the Director of Graduate Studies, a committee will review the final essays for the course of Directed Research (LALS 590) to assess each student's analytical and methodological skills, as evidenced by the ability to pose research questions and be able to choose appropriate research methods, acquire information, and write up the results.

Program Assessment

Factors that will be used in the assessment of this program include results of a survey and exit interviews of students graduating from the program, evaluation of students' M.A. final papers, and periodic meetings between faculty and the community-based supervisors overseeing the student internships. These will be presented to LALS faculty, who will address any need for curricular enhancement or other aspects of program effectiveness. Program faculty also are evaluated annually based on student course evaluations and peer reviews, publications and grant proposals, presentations at scholarly meetings, and service to the University and the community.

Consistent with IBHE staff requirements, the University of Illinois will submit a progress report on behalf of the proposed Master of Arts in Latin American and Latino Studies program at UIC at the end of the third year of operation. The report will summarize key areas of accomplishments and challenges that remain to be addressed. Program faculty will participate in the University's three- and eight-year program review process to assess the program using multiple indicators to determine its strengths and weaknesses.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support 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 estimates that it currently spends $20,000 per year for resources that support work in the area of Latin American and Latino Studies. UIC library holdings specific to the field of Latin American and Latino Studies include *Latin American Research Review*, *Latino Studies Journal*, *Journal of Latin American Studies*, *Latin American Perspectives*, and a growing collection of special holdings privately donated. The library has online access to Journal Storage (JSTOR), which holds extensive social science and humanities journal collections. LALS faculty and library staff find that current resources are adequate, so no additional University library funding will be necessary.

Technology and Instructional Resources

The program will be taught face-to-face on the UIC campus. Multi-media classrooms support course delivery. The Instructional Technology Library (ITL) helps faculty make use of instructional technology and Web-based solutions to enhance teaching and learning for both traditional and distance delivery. The ITL is designed for use by UIC faculty and computer support staff to develop or evaluate the integration of computer technology in the curriculum, which includes the use of Blackboard for course information, teaching using the Web, and general technology for use in teaching (see http://www.uic.edu/depts/accc/itl/). The Teaching and Learning Center (TLC) supports faculty and teaching assistants in the areas of instructional design, teaching assessment, teacher preparation, and custom consulting (see http://tigger.uic.edu/depts/oaa/tlc/index.html).

The unique resources which the University and surrounding community bring to support the proposed program are the community and non-profit organizations participating in internship placements, which include the National Museum of Mexican Art, the Puerto Rican Cultural Alliance, *Contratiempo* (a community-based journal/chronicle that covers cultural and political topics and partners with the Illinois Humanities Council Public Square Project), the Latino Policy Forum (the only city-wide research and policy advocacy group in the Latino community in the Chicago metropolitan area), Little Village Community Development Corporation, *Mujeres Latinas en Accion* (which, in addition to providing services and leadership training opportunities for women of all ages, also has an active research and policy advocacy program linked to a national coalition headed by the National Council of La Raza, which works on issues important to Latinos and Latin America, and is the most important research and advocacy organization in Washington, D.C.), Hispanics in Philanthropy (which has developed into a transnational network of grant makers committed to strengthening Latino communities across the Americas), and the Hispanic Housing Development Corporation.

Faculty and Staff

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

assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The proposed program of Latin American and Latino Studies has 13 faculty, and LALS M.A. students also will have the opportunity to take cross-listed classes with the more than 35 faculty members affiliated with the LALS program who teach in various other departments (including anthropology, art and design, art history, criminal justice, economics, education, English, environmental and occupational health sciences, history, and psychology) around the University. As of August 2009, there are two professors, eight associate professors, and three assistant professors. All faculty members have earned Ph.D.s in the humanities and social science disciplines that support the interdisciplinary nature of this proposed program, including Spanish language and literature, history, sociology, political science, anthropology, and music. These faculty and adjunct faculty have extensive records of research, teaching, and public service that will sufficiently support the proposed program.

UIC 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. All tenure and promotion requests require approval by the Board of Trustees.

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 Master of Arts in Latin American and Latino Studies. In the past few years, the College of Liberal Arts and Sciences has reallocated faculty lines to the Latin American and Latino Studies program with the vision of expanding undergraduate offerings and building a graduate program. The University has offered the baccalaureate and graduate concentration in LALS, forming the basis of the new master's degree coursework. Except for the pro-seminars, allocation of funding for the new courses will be shared with the undergraduate program. Undergraduates will also benefit from this allocation, since they can take a few of the newly developed M.A. courses as well.

The effective use of current LALS resources will make the proposed program a cost-effective one. No new staff, materials, supplies, equipment, instructional materials, courses, or library resources are required for this program. It is estimated that the current LALS budget line for copying, postage, etc. will be sufficient to cover the needs of the M.A. program. The total cost of new courses and program coordination for the M.A. is 1.0 full-time equivalency (FTE), which will be financed from existing resources estimated at $89,299 (the average salary for a faculty member in the LALS program). The normal faculty teaching load in LALS is four courses per year, with staffing needs estimated to be 0.875 FTE in (3.5) new courses and 1.0 FTE in (4.0) existing courses for the M.A. in LALS. Support for the internship will come from a staff person whose job was made full-time three years ago to assist with an internship program.

To offer the M.A. degree so that students can complete the M.A. degree in two years, the program will fund a total of 30 credits per year (seven four-credit courses and two one-hour pro-seminars). The directed research course does not require additional funding or staffing, since students register with an individual instructor, and this effort is incorporated into the faculty member's existing instructional load. Two courses are taken as electives, typically from other departments. Of those 30 credits, 14 credits, or the equivalent to 3.5 courses, require allocation of new funds (the new courses are Interdisciplinary Research Methods, Community Research Internship, Community Research, and the pro-seminars).

The program will offer 25 percent teaching assistantships (the minimum required for tuition waiver) to a minimum of six students per year (three per incoming class), thus, providing opportunities to those individuals who cannot afford tuition. It is anticipated that students with such assistantships will be able to apply for student loans, such as the Illinois Guaranteed Loans or Work Study through UIC's Office of Student Financial Aid (OSFA) in order to supplement their income.

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 Latin American and Latino Studies or licensure for graduates of such programs. However, all of the University's degree programs are covered by the existing 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 the University of Illinois at Chicago's Master of Arts in Latin American and Latino Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, www.uic.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 Program in Latin American and Latino Studies or the Graduate School upon request.

Staff Conclusion. The staff concludes that the Master of Arts in Latin American and Latino Studies program 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.

University of Illinois Springfield

Proposed Program Title: Bachelor of Science in Management Information Systems in the Central Region

> *Projected Enrollments*: The University of Illinois Springfield has projected that enrollments in the proposed Bachelor of Science in Management Information Systems program will grow from 25 majors in the first year to 60 majors in the fifth year. It has estimated that ten degrees will be awarded in the second year, and by the fifth year and beyond, 40 degrees will be conferred annually.

Background

The University of Illinois Springfield (UIS or University) requests authority to offer the Bachelor of Science (B.S.) in Management Information Systems in its home region, the Central Region. The program is designed to prepare its students for employment in private and public sectors by responding to the current global economy, which relies heavily on network infrastructure and information processing. The program will build upon an existing and successful minor in Management Information Systems. When this proposal is approved by the IBHE, the minor will become a component of this program to maximize efficiency. UIS expects that many graduates of the proposed program will seek admission into the University's existing Master of Science in Management Information Systems, which was approved by the IBHE in 1985. In response to the IBHE staff annual fall enrollment survey, the University reported that the master's program enrolled 156 students in Fall 2008 and that 42 degrees were conferred in fiscal year 2008.

On the basis of data from the U.S. Bureau of Labor Statistics (BLS) and other sources, student and occupational demand for the program are expected to be strong. The proposal was developed in response to the need, and it is expected that enrollments in the program will consist of a diverse group of students, including women, minorities, and working adults. This goal will be achieved partly through articulation agreements with community colleges in the region that enroll a high proportion of minorities and adults. Providing a program with diverse populations will encourage the successful transfer of students from community colleges.

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 need for computing professionals and executives in Illinois and in the United States has grown in the past and will continue to grow significantly because most major challenges facing organizations require computing solutions.   At the request of the UIS Provost, Eduventures, an independent market analyst, assessed the student and occupational demand for the proposed B.S. in Management Information Systems and found that competition for the proposed program will be relatively low within a 100-mile radius of UIS. It also found that industry experts applauded the hybrid program delivery format with both online and face-to-face modes, and also found value in the program's quality, flexibility, and affordability.

Market labor statistics do not typically provide employment projections for management information systems apart from information technology occupations, so reliable estimates are not available for employment opportunities for graduates of the B.S. in Management Information Systems.   However, the BLS (www.bls.gov) projected that job growth for computing professionals will be high, indicating that today's market has a large demand with high salaries for qualified information systems and information technology professionals. It estimates that job growth of computing professionals in Illinois and the United States will vary from 35 to 55 percent (http://www.bls.gov/emp/emptab3.htm).

The CNN *Money Magazine.com* article published in May 2009 indicates that the "50 Best Jobs in America" will include employment for graduates of information system programs. Graduates of programs in information technology in recent years saw the largest increase (7.5 percent) in average starting salary compared with other occupations.

Comparable Programs in Illinois

Four programs related to management information systems are currently offered within a two-hour drive from Springfield by Bradley University, Eastern Illinois University, the University of Illinois at Urbana-Champaign, and Western Illinois University. However UIS' proposed program differs from the four programs in a number of ways, including: 1) a balanced emphasis on both the technical and business components of the curriculum, unlike existing programs that emphasize either the information systems or the business and managerial aspects; 2) the curricular delivery for this program is through a blended format involving on-ground and online formats; 3) the UIS program requires 30 semester hours, while three of the other programs require 24 or 27 semester hours; and 4) the curriculum for the proposed program is modeled after the latest curriculum recommended by the joint committee of the Association for Information Systems and the Association for Computing Machinery recently published by the

Communications of the Association for Information Systems, (http://aisel.aisnet.org/cais). The impact of the UIS program on the four similar programs identified above is expected to be minimal because the proposed program will serve primarily central Illinois residents who are not served by the other 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 Bachelor of Science in Management Information Systems will foster a collaborative learning environment to prepare its students for employment in private and public sectors, to respond to the business and other organizations, and to meet the needs of the knowledge-based economy. The program will incorporate a business curriculum and will also include information systems application sets of skills, recognizing that information is the key link between the subparts of any organization and is also an indispensable support factor in all organizational planning, operations, and decision-making activities. The goals and objectives of the program are congruent with, and supportive of, the mission of the College of Business and Management as well as the University's mission and priorities.

The primary objectives of the program are to:

- provide students with a foundation in business and skills in management information systems that supplies companies, non-profit organizations, and government agencies with the information they need to be more effective and competitive;
- provide students with expertise from a holistic business perspective of applications of the Internet and the World Wide Web;
- master and demonstrate the fundamental principles necessary for understanding basic computer hardware and software networks;
- provide students with the analytic and creative framework and methodologies necessary to analyze, design, implement, and manage complex information/decision support systems and communication networks;
- provide high-level competencies in business and information systems in order to apply systems analysis and systems design strategies and techniques for problem solving in an organizational environment; and
- respond to the high demand for management information systems professionals in the State of Illinois and beyond.

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

The admission requirements for the Bachelor of Science in Management Information Systems are the same as the admission requirements for all students entering UIS as freshmen. They include:

- four years of academic English with emphasis on history and government;
- three years of college preparatory mathematics, selected from algebra, geometry, advanced algebra, pre-calculus, trigonometry, and calculus;
- three years of laboratory sciences, selected from biology, geology, physical science, astronomy and physics;
- two years of one foreign language, or two years of fine arts, selected from art, music, dance, and theater; and
- graduation from a high school or a General Educational Development (GED) program.

To be admitted to the program as a transfer student, an applicant must earn a cumulative grade point average (GPA) of at least 2.0 out of 4.0 in the following seven courses: Introduction to Financial Accounting, Introduction to Managerial Accounting, Statistics for Business and Economics, Business Calculus or an equivalent, Introduction to Microeconomics, Introduction to Macroeconomics or Economics for Administration, and one behavioral science course in a field such as Psychology or Sociology.

Curriculum

The curriculum for the B.S. in Management Information Systems consists of at least 123 semester credit hours from six groups of courses: 37 hours of general education, 13 hours of Engaged Citizenship Common Experiences (required of all UIS undergraduates), 22 hours of foundation coursework, 21 hours of the College of Business and Management core courses, 30 hours in Management Information Systems, and approved general electives.

The 21-hour business component of the curriculum consists of 300- and 400-level courses, including: Principles of Financial Management, Principles of Marketing, Principles of Operations Management, Principles of Management Information Systems, Managing Organizational Behavior, and Strategic Management (the capstone). The Management Information Systems component of the curriculum has 30 semester hours from ten courses in Programming I and II, Analysis and Logical Design, Data in Organizations, Electronic Business Strategy, Architecture and Design, Information Systems Theory and Practice, Physical Design and Implementation with Database Management Systems (DBMS), Networks and Telecommunications in Organizations, Project Management and Practice, and Physical Design and Implementation-Object Orientation. These courses comprise key graduation requirements in the program.

After completing the program, a graduate should be able to: demonstrate his or her knowledge of key concepts in the discipline, systematically analyze a business problem using appropriate methods and produce a solution, communicate effectively in written and oral forms, demonstrate effective and appropriate use of technology and data analysis, and analyze, design, and implement appropriate information/decision support systems.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes will be accomplished using the Educational Testing System (ETS) Major Field Exam for Business majors. The test for the business baccalaureate is the most applicable; however, no assessment exists for the Management Information Systems program. In addition to having individual student scores for all subsections of the ETS exam, ETS provides comparative data for senior level test takers nationwide. The nationwide ETS data provide a robust source of information that can be used for comparative purposes and also to improve the curriculum and instruction.

Each student in the major will develop and document a learning portfolio using the eDocs system (a digital depository at UIS), starting with the first course offered in the program. The portfolio will be used for assessment purposes throughout the student's length of study. In addition, each student will design and complete a senior project individually or as a part of a group as one of the capstone requirements for the degree. Prior to graduation, the student's project will be presented to a capstone class with invited faculty members as well as prospective students.

The ability to communicate effectively is central to the work of all management and information systems professionals. Accordingly, writing and oral communication skills will be essential requirements in courses for this program, and they will be assessed many times, including participation in the College's Plan for Assurance of Learning. Students with deficiencies in writing may be required to take additional coursework or to obtain assistance at the UIS Center for Teaching and Learning.

Program Assessment

All degree programs in the College of Business and Management (the College), including the Bachelor of Science in Management Information Systems, will follow the Association to Advance Collegiate School of Business (AACSB) International assurance of learning requirements as a part of maintenance and re-accreditation of the College by AACSB International. Additional assessment measures for the program will include feedback from employers of graduates of the program, surveys of graduates one, three, and five years after graduation to determine the level of their satisfaction with the program, periodic review of data on student retention and graduation rates, the admission and success of graduates in graduate schools, as well as professional advancement. The results of these measures will be used to make any necessary improvement to the program.

The College will prepare and submit through UIS a progress report about this program at the end of the third year of operation. Additionally, the program will participate in the IBHE's eight-year program review process and the University will submit to the IBHE staff a summary of the program review, including the program's strengths and weaknesses, as well as steps that will be taken to address identified weaknesses.

Facilities (space, equipment, instructional materials)

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

With an existing M.S. in Management Information Systems and a minor in the field, UIS has sufficient facilities, including buildings, classrooms, and office space to support the proposed program.

Library

Brookens Library, the University's main library, currently spends nearly $100,000 on resources that either directly or indirectly support the teaching and research in the department that will administer this program. To support the master's program and the minor in the field, over the last decade, the library has significantly increased its collection of online databases to facilitate access to management information systems journals and other publications, including the Association of Information Systems and the Association for Computing Machinery electronic libraries. A significant number of printed publications are available at the library and via the library loan program, and a large number of quality publications in the field are available to the existing programs' faculty and students via the UIS library proxy server. These resources also will be available to the faculty and students in the proposed program. In addition to the existing library resources in place, the department's faculty will work with the library staff to ensure the collection meets the continuing needs of students and faculty in the proposed program.

Specific to the B.S. in Management Information Systems and the existing programs in the field, the library has made significant financial support for library resources in fiscal years 2008 and 2009. For example, the library expended $13,445 in fiscal year 2008 and fiscal year 2009 to acquire books to support teaching and research goals of the department, as well as e-books, serial subscriptions, and information security. The library spends $50,400 annually to subscribe to the Institute of Electrical and Electronics Engineers (IEEE) Digital Library online for journals, transactions, and magazines consisting of over 8,000 conference proceedings, 1,800 current and active IEEE technical standards, the *Spectrum Magazine*, a peer-reviewed journal, and others. In addition, the library subscribes to the *Elsevier's ScienceDirect* at an annual cost of $22,000 for 28 information system specific journals and e-books, and $11,400 for the Association of Computing Machinery Digital Library Core Collections. There also are numerous other multi-disciplinary databases to which the library subscribes for relevant teaching and research in the field, including *Business Source Complete*, *Lexis Nexis Academic Search Premiere*, and *Wiley InterScience*.

Technology and Instructional Resources

UIS has indicated that no additional special equipment or laboratory resources for the program are needed at this time. Over the years, the University has built a very significant level of expertise, along with other resources for the delivery of courses and supporting materials online.

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 currently has seven tenured and tenure-track faculty who are AACSB accredited to teach at the undergraduate and graduate levels. Five have Ph.D.s, one faculty member has an Ed.D. and one is pursuing a Ph.D. In addition, the department has a number of professionally qualified part-time faculty members who teach undergraduate courses as needed. The College of Business and Management's use of adjunct faculty is currently well below the acceptable limit to maintain AACSB accreditation. The seven regular faculty members and the adjunct faculty are sufficient to support the proposed program and the existing programs. The number of faculty in the department will be enrollment driven, and as enrollments in the programs in Management Information Systems grow during the first three years and beyond, it is expected that one additional faculty member will be hired to meet the need.

All regular faculty members are evaluated annually using the University's established criteria. Tenured faculty members are evaluated every seven years while untenured faculty members are evaluated for retention every two years.

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 required to establish the proposed B.S. in Management Information Systems. The program will be funded by existing resources, along with some of the tuition and fees that will be generated by students in the program. It is estimated that funds for this program will grow from $10,000 in the first year to $110,000 in the fourth year of operation. These will be earmarked for personnel services. It is expected that, as enrollment grows in the program by the fifth year or later, additional teaching support will be needed and the budget will be sufficient to hire one more faculty member.

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 for Management Information Systems programs. However, since the College of Business and Management (the College), which will oversee this program, is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, the B.S. in Management Information Systems also will be covered by this accreditation. Less than ten percent of business schools worldwide have earned the AACSB accreditation. To maintain this accreditation, a business college must undergo a rigorous internal review every five years, at which the proposed program, along with all other programs in the College, must demonstrate its continued commitment to the 21 quality standards related to faculty qualifications, strategic management of resources, interaction among faculty and students, assessment and assurance of student learning, and continuous improvement.

There is no licensure required by the State of Illinois for graduates of Management Information Systems programs.

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 Springfield's Bachelor of Science in Management Information Systems, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University policies, will be published on the University's website, **www.uis.edu.** Comparable information about the program will be published in hard copy in the University's catalog. Similar information may be obtained from the College of Business and Management.

Staff Conclusion. The staff concludes that the Bachelor of Science in Management Information Systems program proposed by the University of Illinois Springfield 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 Eastern Illinois University authorization to establish the Master of Science in Counseling 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 Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Technical Resource Management in the Central, Prairie, and Western Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago authorization to establish the Master of Arts in Latin American and Latino Studies in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois Springfield authorization to establish the Bachelor of Science in Management Information Systems in the Central 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.