

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

Submitted for: Action.

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

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

University of Illinois at Chicago

- Master of Science in Forensic Toxicology in the Chicago Region

University of Illinois at Urbana-Champaign

- Department of Gender and Women Studies
- Bachelor of Science in Agricultural Communications in the Prairie Region
- Master of Science in Health Communication in the Prairie Region
- Doctor of Philosophy in Informatics in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

University of Illinois at Chicago

Proposed Program Title: Master of Science in Forensic Toxicology in the Chicago Region

Projected Enrollments: The University of Illinois at Chicago has projected that approximately four new students will enroll in the Master of Science in Forensic Toxicology program each year during the first five years of operation. A minimum of two degrees would be awarded in the program annually from the second to the fifth year. Compared to the documented great need for graduates of the program, low enrollments are planned because of the following: a) the program's quality and recruitment of highly qualified candidates are the overarching goals of the Department; b) budget constraints for hiring highly qualified faculty and providing the resources they need; and c) the program will be research intensive and thesis based only. However, if additional resources become available, additional well-qualified students will be aggressively recruited.

Background

The University of Illinois at Chicago (University or UIC) requests authority to offer and grant the Master of Science (M.S.) in Forensic Toxicology in the Chicago Region. If approved, the program will be offered through the Department of Biopharmaceutical Sciences (the Department) in the College of Pharmacy (the College). The program is a natural outgrowth of the M.S. in Forensic Science program, upon which it will build. The current program is too broad in scope, encompassing criminalistics (forensic chemistry, physical pattern evidence, biology/deoxyribonucleic acid (DNA), and materials), as well as forensic toxicology to serve the proposed program well. Forensic toxicology is the study of the biochemistry, pharmacology, pharmacokinetics, and pharmacodynamics of drugs, toxins, and exogenous substances, along with

the analytic methods for detecting and quantifying such drugs and substances in body fluids and tissues. Forensic toxicology is applied in post-mortem investigations to determine whether drugs or exogenous substances contributed to death. It is also regularly applied in the enforcement of driving under the influence (DUI) laws, drug-free workplace policies, drug-facilitated sexual assault, and in the regulation of doping in athletic competitions, as well as in the racing of horses and dogs.

Currently, UIC operates an Animal Forensic Toxicology Lab (the Lab) in the Tech 2000 facility on campus. The Lab screens race horses in the state for drugs that are prohibited and for overages of therapeutic medications. The results are reported in the Illinois Racing Board for legal action.

The current M.S. in Forensic Science program, originally called Criminalistics, was administered by the Department of Criminal Justice (now Criminology Law and Justice), and it was moved to the College in 1990. The most recent competitive funding in the College has been toxicology-based, and there are more prospects for future external funding in toxicology.

Typically, undergraduates who are interested in this program are chemistry majors with interest in applied analytical chemistry as well as in toxicology. Several of the graduates of the Master's in Forensic Science with Forensic Toxicology specialty have gone on to Ph.D. programs in related fields because the proposed program is not currently offered by UIC.

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 proposed M.S. in Forensic Toxicology program is designed to meet state and regional need, as it will be the only program of its kind in the Midwest. The Illinois State Police (ISP) Forensic Science Laboratory System has an ongoing need for well trained forensic scientists and toxicologists. ISP labs provide toxicology services for the State's coroners in every county except Cook County, which has a medical examiner that maintains its own toxicology laboratory. Further, there are forensic urine drug testing laboratories in the State and regions requiring personnel of the kind that would be trained by this program.

When the Illinois Board of Higher Education (IBHE) staff contacted the ISP Forensic Division about the need for the proposed program in the State, strong support for the program was stated because need for forensic toxicologists in the State is far greater than the supply of qualified personnel. The staff was informed that if the proposed program is implemented successfully, the ISP would consider reducing or eliminating its training program in toxicology.

Nationally, there is greater demand for forensic toxicologists than supply of well-trained toxicologists. In a 2002 carefully controlled survey of the 50 largest forensic laboratories in the United States, the Bureau of Justice Statistics found that 65 percent of the laboratories provided toxicology services, and they had a backlog at year's beginning of 9,758 cases and at year's end of 13,943 cases. The report suggested that 80 more toxicologists should be added to the laboratories to achieve a 30-day turnaround time in the casework.

The Illinois Public Agenda

The proposed M.S. in Forensic Toxicology program will address Goals 2 and 4 of the *Illinois Public Agenda for College and Career Success*. Goal 2, pertaining to “ensuring college affordability for students, families, and taxpayers,” will be addressed through building on the strong history of the M.S. in Forensic Science program’s finding external financial support for its graduate students to improve affordability. A similar effort will be made for students in this program.

Goal 4 is about increasing “the integration of educational research and innovation assets.” The Department has a history of funded research and peer-reviewed journal publications in forensic toxicology specialization, and the Director of Graduate Studies is a regular participant in the most important forensic toxicology professional organizations, both human and equine. These strengths will be integrated with the program and used to capitalize on funding and research opportunities to produce promising outcomes, including innovations in the discipline.

Comparable Programs in Illinois

At this time there is no other equivalent or even a similar program in the State in forensic toxicology, nor in the Midwestern region. The existing M.S. in Forensic Science is also the only program of its kind in Illinois.

Mission and Objectives

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

The M.S. in Forensic Toxicology program is an on-campus, comprehensive, research-based, professional master’s degree with emphasis on basic knowledge of analytical and instrumental chemistry, physiology, and pharmacology, as well as problem formulation and solving skills as developed through thesis research. Many of its students would be chemistry majors, a few biochemistry majors, and a few with pharmacy backgrounds. The program is designed to produce an accomplished problem-solver in the profession with strong backgrounds in pathophysiology, pharmacology, and the forensic aspects of drug and toxin analysis and toxicology. If approved, it will be a pathway to gainful employment and preparation for Ph.D. programs in toxicology, pharmacology, and medicinal chemistry, among others.

The objectives and mission of the program are concordant and supportive of the University’s mission.

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's minimum admission requirements, applicants to the M.S. in Forensic Toxicology program must meet the following requirements: a) a Bachelor of Science in Chemistry, Biochemistry, or Pharmaceutical Sciences, and/or the Doctor of Pharmacy; b) successful completion of analytical chemistry, one semester of physical chemistry, and instrumental analysis; c) a minimum grade point average (GPA) of 3.25 on a 4.0 scale; and d) Graduate Record Examination (GRE) scores in the General Test are recommended at the 60th percentile for the Verbal component, 70th percentile for the Quantitative component, and a score of 5 or higher in analytical writing. In addition, each applicant must submit three letters of recommendation.

For applicants who are not native speakers of English, a Test of English as a Foreign Language (TOEFL) score of 87 is recommended, with sub-scores of 21 in Reading, 21 in Listening, 23 in Speaking, and 22 in Writing.

Curriculum

The curriculum for the M.S. in Forensic Toxicology program consists of a minimum of 42 semester hours of which 30 hours are from required core courses that every student must complete. Additionally, everyone must complete the thesis requirements. This program is designed to meet the standards of the Forensic Science Education Programs Accreditation Commission (FEPAC). The Department will seek the accreditation when the program is approved.

The required core courses for the program consist of ten 500-level courses, including the following: Foundations of Forensic Toxicology (a new course); Drug Identification Chemistry (a new course); Forensic Toxicology (a new course); Forensic Science Seminar; Physiology; Biochemistry; and Medical Pharmacology I and II. A student may earn up to six credits in the Thesis Research course and complete six hours from six recommended elective courses.

At the completion of the program, a graduate of the program must demonstrate many outcomes, including the following: basic knowledge of biochemistry, pathophysiology, pharmacology, and forensic drug testing and toxicology; ability to read and understand the published literature of the subjects; and converse knowledgeably with advanced degree level practicing toxicologists and respond smoothly and easily to any questions raised by attorneys, either for information or during examination or cross-examination. Also, graduates will be able

to run drug screens and confirmations on any drug or substance for which there is a standard operating procedure. Moreover, they will be capable of designing and carrying out an appropriate experiment, project, or validation study to answer a specific scientific question. Additionally, they will be able to do all of this independently, without supervision, and in a manner that would fulfill the requirements of any manuscript for publication.

If approved, the program will create an Advisory Board, which will provide the program with sound advice and recommendations from the toxicology industry. The Advisory Board will consist of practicing forensic toxicologists and others in closely related fields, in addition to alumni of the program to provide the program with sound advice and recommendations from the toxicology industry.

Assessment of Student Learning Outcomes

Basic student knowledge acquisition in this program will be assessed course by course in the following usual manner: in-class and open-book testing and examinations and by assessing the student's presentations in classes and seminars. The principal capstone assessment will be the master's thesis and its defense, which must be completed by every student prior to graduation. The thesis research course encompasses a number of components, including problem formulation and refinement, selection of appropriate methods to investigate the hypothesis, and troubleshooting problems. In addition, the Department regularly solicits feedback from employers of graduates of the M.S. in Forensic Science program on the preparedness of graduates of the program for jobs and positions. This practice will continue in the proposed program.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the M.S. in Forensic Toxicology program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. In addition, the program faculty will participate in UIC's eight-year program review process to assess the program using multiple measures, which include the following: evaluation of faculty teaching in the program by students; the level of faculty research and scholarship, awards, and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. Also, the faculty will use measures such as the percent of master's theses completed in the program and the percent of graduates employed in occupations closely related to forensic toxicology. Accreditation of the program by the FEPAC will be another mode used to assess the program. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research, or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research, or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research, and public service, are conveniently available and accessible, and can be maintained.

The Forensic Science Department (the Department) and the program will use a modern laboratory of about 1,800 square feet on the fourth floor of the Pharmacy Building. This lab and a contiguous building were remodeled around 1999. The proposed program will have adequate analytical instrumentation, support, and equipment in the lab. Also, faculty will have adequate office space, and there are sufficient classrooms and a small conference room to meet the program's needs. In addition, the Department maintains a 7,500 square foot laboratory on campus (2242 West Harrison Street), which is devoted to screening biological specimens for prohibited and regulated drugs and medications from winning race horses at all tracks in Illinois.

Library

Fifteen existing major journals in forensic science and forensic toxicology that will support the proposed program are listed in the proposal. The list includes the following: *Journal of Forensic Sciences*, *Journal of Analytical Toxicology*, *Journal of Chromatography B, Biomedical Applications*, *Analytical and Bioanalytical Chemistry*, *Advances in Clinical Chemistry*, *American Journal of Pharmacology and Toxicology*, and the *Annual Review of Pharmacology and Toxicology*.

In addition, ten key textbooks to support the program are identified in the proposal. They include the following: *Clarke's Analytical Forensic Toxicology*, *Clarke's Analysis of Drugs and Poisons*, *Forensic Mass Spectrometry*, *Drug Abuse Handbook*, and *Goodman & Gilman's The Pharmacological Basis of Therapeutics*. Also, *SciFinder* and *PubMed* are readily available resources for other electronic subject-specific search engines. Other library resources for the program will be added or acquired when necessary.

Faculty and Staff

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

At this time, two faculty members are committed for the M.S. in Forensic Toxicology program, and it is probable that a third faculty member will be added to support the program. The three faculty members have an impressive history of accomplishments. One faculty member is an Associate Professor of Forensic Sciences and the Director of the Animal Forensic Toxicology Laboratory. His accomplishments include the following: 29 years of experience in the field; nearly 50 papers published; 60 abstracts presented at scientific meetings; and a Fellow of the American Academy of Forensic Sciences, where he served as Chair and was a member of the Board of Directors. Another faculty member is an academic forensic scientist and educator, which he has been for the past 39 years. He has published 60 papers in refereed scientific literature, has made about 135 presentations at technical/scientific meetings, and was awarded 35

grant contracts. His other accomplishments include the following: a Distinguished Fellow of the American Academy of Forensic Sciences; a Fellow of the Criminalistic Section; and the Editor in Chief of the *Journal of Forensic Sciences* from 1992 to 2000. These faculty members and others, who may contribute on a part-time basis in the future, will be adequate to support the proposed program.

Fiscal and Personnel Resources

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

No new state resources are needed to implement the M.S. in Forensic Toxicology program. Owing to higher start-up costs of the program, the estimated expenditures for the program in the first year is \$144,120, decreasing to \$141,120 in the second year, and \$135,120 in the third and fourth years. Estimated total funds to support this program exceed total expenditures in each of the first four years because the funds include some resources that support the current M.S. in Forensic Science program, which will share resources with the proposed program. Total income is projected to be \$239,120 in the first and second years, decreasing to \$209,120 in the third and fourth years. Approximately \$34,800 of each year's income will come from internal reallocation, and the rest are current departmental funds. Most of the expenditures will meet personnel costs, which include a 1.2 to 1.4 full-time equivalent (FTE) faculty count. The rest of the expenditures are for supplies, services, and equipment.

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.

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

Upon approval of this program, the Department of Biopharmaceutical Sciences will seek accreditation of this program from the FEPAC. It is expected that the program will be accredited, as it is designed to meet the standards of the accreditation.

If the American Board of Forensic Toxicology (ABFT), the certifying body for toxicology, agrees, the program will administer the certification exams to its students as a capstone exam and will award successful completers provisional certificates, as full certification is dependent on work experience.

Program Information

1050.30(b)(2): [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about UIC's M.S. in Forensic Toxicology program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, www.uic.edu. Comparable information about the program will be published in the University's Graduate Catalog. Similar information may be obtained from the College of Pharmacy.

Staff Conclusion The staff concludes that the Master of Science in Forensic Toxicology program proposed by the University of Illinois at Chicago to be offered in the Chicago Region 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 and accreditation.

University of Illinois at Urbana-Champaign

Proposed Department Title: Department of Gender and Women Studies

Projected Enrollments: This criterion is not directly applicable to a new administrative unit. However, students who will enroll in the existing Bachelor of Arts in Gender and Women Studies and related minors and concentrations would be served by this Department to provide administrative oversight. During the last academic year, 23 students were awarded baccalaureate degrees in the major, while 18 were awarded undergraduate minors and four graduate minors.

Background

The University of Illinois at Urbana-Champaign (UIUC or University) requests authority to establish the Department of Gender and Women Studies (the Department) within the College of Liberal Arts and Sciences (the College) to administer the University's existing Bachelor of Arts (B.A.) in Gender and Women Studies, which was approved by the Illinois Board of Higher Education (IBHE) in 2009, along with other closely related activities such as organized research and public service functions in the discipline. Establishment of the Department formalizes the long-standing unit responsible for the B.A. in Gender and Women Studies and closely related activities. The interdisciplinary bachelor's program coordinates a wide range of feminist research, teaching, and public service with emphasis on intersectional approaches to the study of gender, race, class, ethnicity, and sexuality in national and transnational contexts. Long before the B.A. in Gender and Women Studies was established, many courses were already offered by UIUC in areas related to gender and women studies. In relation to the University's Strategic Plan, the B.A. program and the proposed Department will be crucial to the goals of increasing the diversity of faculty and students and promoting intercultural scholarships.

The primary objective of the Department is to function as an administrative unit that oversees instruction and the production of research and public service relevant to the understanding of the social, political, economic, and cultural status of women and other underrepresented groups on campus. Although women students outnumber male students on campus both politically and socially, in other respects, they are not commensurately represented among tenured and senior faculty and administrators.

The University reported that the B.A. in Gender and Women Studies program has an outstanding record of student achievement. For example, over the past two years, program graduates have demonstrated above average academic excellence with five majors graduating Cum Laude, three graduating Summa Cum Laude, one graduating Magna Cum Laude, and 11 graduating with high distinction.

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 establishment of a formal Department for Gender and Women Studies follows the successful development and growth of the interdisciplinary B.A. program in Gender and Women Studies, in addition to the many components that preceded it. This academic year 23 students graduated with a degree in Gender and Women's Studies and 18 undergraduates and 4 graduate students completed a minor in GWS. The major serves students with interests in women and men, gender, and sexuality, in addition to others. It prepares its students for graduate and professional studies, as well as work in non-profit and service agencies where an understanding and sensitivity to the experiences of diverse populations is imperative. Increasingly, such understanding has become vital in education, law, business, and in government agencies.

Approximately half of the UIUC students graduating with a concentration in gender and women studies pursue professional or graduate studies. Law and social work top the list, with others entering graduate studies in fields such as English, gender studies, and psychology. Some of the students have accepted positions with Teach for America and Americorps, while others are in careers in business, education, and government.

The B.A. in Gender and Women Studies program is well-established at the University and has long-standing relationships with many Departments. In addition to the 16 core faculty responsible for the program, the program will have 70 faculty affiliates in 2010, representing nine different Schools and Colleges and 32 Departments at UIUC. The program serves as a resource for faculty and students with interests in the study of gender and/or sexuality, and more broadly, acts as a catalyst for interdisciplinary approaches to education across the campus. The program has developed strong ties to the Ethnic Studies programs at the University through joint hires and cross-listed courses. Joint appointments are with programs in Asian Studies, African Studies, African American Studies, as well as in Communication, Educational Policy Studies, English, History, and Media & Cinema Studies.

Through its programming and outreach, the B.A. in Gender and Women Studies program promotes social justice and provides a University and community resource for scholars, educators, social agencies, and activists committed to equity across gender, racial, and sexual identities.

The Illinois Public Agenda

The proposed Department and the B.A. in Gender and Women Studies program will address Goal 1 of *The Illinois Public Agenda for College and Career Success* by: a) addressing the achievement gaps of women students and other underrepresented groups, such as non-traditional students, racial and ethnic minorities, among others; and b) increasing the number of high quality credentials awarded by the University.

Mission and Objectives

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

The mission of the proposed Department of Gender and Women Studies is to carry out the administrative responsibilities for programs and activities related to gender and women studies, including administrative leadership and coordination of the B.A. in Gender and Women Studies, organized research, and public service functions of the Department and other closely related activities.

The Department of Gender and Women Studies has seven objectives, which include the following:

- fostering institutional change within and outside the University by integrating work by and about women and gender into existing academic disciplines, providing individuals with the means to integrate feminist theory and practice into their professional work and everyday lives, and supporting social and cultural changes that improve the lives of women and men; and
- developing knowledge and skills to enable students to continue their academic and professional development, civic engagement, and critical analysis of pressing social issues such as globalization, diversity in American institutions, and the relationship among technology, the arts, and the humanities. The Department will be committed to promoting respect for diversity, as well as developing research that highlights the contributions of racial, ethnic, gendered, and sexual communities.

Administrative Structure and Responsibilities

The executive officer of the Department of Gender and Women Studies will be the Department Chair who will be appointed by the Dean of the College of Arts and Sciences in accordance with appropriate statutes of the University. The Chair will report directly to the Dean. He or she will Chair the Department's Executive Committee, which will assist in the formation of policy of the Department and will provide directions for the Chair in the execution of his or her duties in areas such as budgetary decisions, faculty recruitment, appointment and promotion, and major curricular revisions. The Executive Committee consists of the Chair and four faculty members, who are elected by the Departmental faculty.

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.

Facilities, space, equipment, and instructional materials that will be used by the Department already exist, and they are largely the responsibility of the College of Liberal Arts and Sciences and the University. Students, faculty, and staff who will be members of the proposed Department will have access to the University's resources, including libraries, computer labs, classrooms, instructional equipment, and online resources. The existing facilities, equipment, and office spaces are adequate to meet the needs of the Department and its constituent parts.

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.

If approved, the Department of Gender and Women Studies will be responsible for 16 core faculty members who make up an 8.5 full-time equivalent (FTE), in addition to two full-time staff members. All of the 16 faculty members hold joint appointments except one of them. In addition, 70 faculty members in other programs and units will be affiliated with the Department and its programs.

Of the 16 faculty members, the three full-time professors have extensive records of accomplishments, including publications and leadership in their fields. They are recognized nationally and internationally. The associate professors are all respected scholars and educators who are actively publishing in their fields. The junior faculty members are graduates of top-tier universities and are poised to make significant contributions to the field of gender and women studies, as well as to their respective disciplines.

On average, the faculty members will be responsible for offering between 21 and 24 courses a year and serving 700 to 900 students a year. During the last academic year, 23 students were awarded baccalaureate degrees in the major, 18 were awarded undergraduate minors, and 4 were awarded graduate minors.

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 proposed Department. The Department and its constituent parts will be funded by a combination of current resources that support programs and other activities of gender and women studies, as well as internally reallocated resources. The projected expenditures for the Department and its constituents total \$858,667 per year during the first four years of operation. Over \$716,000 of these funds will support the faculty. The remaining expenditures will cover other personnel costs and costs for supplies, services, and equipment.

Total Departmental resources are expected to exceed expenditures each year, and they are projected to vary from \$936,559 to \$968,236 during the first four years. Over \$885,500 per year will come from existing funds. The remainder will come from internal reallocations from other budgetary units, and a small amount will come from fees, sales, and other income.

Assessment and Quality Assurance

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

The Department and its programs will evaluate their success through both faculty accomplishments and student outcomes. Faculty research, teaching, and service will continue to be evaluated annually based on the Department's plans and standards of the College.

The success of student learning outcomes will be based primarily on the student's graduation rate, overall grade point average (GPA) in the major, and the quality of the final capstone projects completed by the student and evaluated by the faculty. Some of the assessment components have already led to a current revision of the curriculum to ensure that all majors develop a strong and consistent foundation in gender and sexuality studies and to strengthen student performances in advanced coursework.

The B.A. in Gender and Women Studies program is currently developing an online survey for former students to provide information on the number who have applied and were accepted into graduate or professional schools, the number who were hired and the type of their employment, and the relevance of the major to the graduate's careers and personal life. The survey results may lead to continuation of some activities and changes to other activities to strengthen the program and the Department.

The program requires each faculty member to submit an annual review and updated curriculum vitae each spring. Staff members are evaluated annually according to University policy. The evaluation results are used in the assignment of raises and/or merit increases and other benefits.

Program Information

1050.30(b)(2): [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about the University of Illinois at Urbana-Champaign's Department of Gender and Women Studies, including a summary of the mission and goals of the Department, key constituent parts of the Department, and contacts for the Department, will be published on the University's website, www.uiuc.edu. Comparable information about the Department will be published in the University's Undergraduate and Graduate Catalogs. Similar information may be obtained from the Department or the College of Liberal Arts and Sciences upon request.

Staff Conclusion. The staff concludes that the Department of Gender and Women Studies proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation.

Proposed Program Title: Bachelor of Science in Agricultural Communications in the Prairie Region

Projected Enrollments: The University of Illinois at Urbana-Champaign has projected that approximately 50 students will enroll in the first year of the proposed program and that this number will grow to 60 by the fifth year.

Background

The University of Illinois at Urbana-Champaign (University or UIUC) requests authority to offer and grant the Bachelor of Science (B.S.) in Agricultural Communications in the Prairie Region. The B.S. in Agricultural Communications is jointly sponsored by the Colleges of Agricultural, Consumer, and Environmental Sciences (ACES) and Media, and will be housed in the College of Media. The agricultural communications teaching agenda will result in recruitment of more non-traditional students through an increased focus on outreach. The program is driven by the need to produce skilled professional communicators who will be a vital key to helping agricultural marketers, associations, producers, rural communities, and others address various challenges and opportunities throughout the food and agriculture value chain. Also, UIUC is convinced that graduates of this program will influence a state in which agriculture and agricultural businesses are leading economic drivers. The proposed B.S. in Agricultural Communications degree program is also impelled by the urgent and growing need for better communications, a critical factor lacking in all sectors of food and agriculture enterprise today.

Historically, courses in agricultural communications have been offered successfully for more than 45 years by the College of ACES, with a strong (but informal) partnership with the College of Media. In line with its mission and objectives, the University has been a pioneer in the effort to improve the agriculture and food enterprise through effective communications. The proposed program is centrally located nationally and is also within a close proximity of major centers of activity and employment in agricultural journalism and communications.

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.

UIUC's application has amply demonstrated that the need for a B.S. in Agricultural Communications program is real. For instance, as a field of teaching, research, and practice, the program seeks to improve human interaction and decision-making related to agriculture. These factors are critical to the fiscal sustenance of UIUC's immediate Prairie Region and the State. It also expresses that agricultural communications is a vital lubricant for the global food engine, as the interests of agricultural communicators range across all levels, settings, and means of communicating (intrapersonal, interpersonal, group, and mass). The enterprise needs public affairs journalists equipped to provide independent forums and accurate, relevant information for public decision-making related to this complex, rapidly changing, global subject area. Thirty-four universities in the United States now offer undergraduate programs related to agricultural journalism and communications. This fact underscores the growing need of this field in the academia.

The Illinois Public Agenda

The new program aligns tightly with at least two of the goals of *The Illinois Public Agenda for College and Career Success*. For instance, in "providing educational attainment comparable to best performing states," the new program will result in educating more non-traditional students through an increased focus on outreach. Secondly, in "ensuring college affordability for students, families, and taxpayers," it has been clearly stated in the application that "Agricultural Communications students will be eligible for scholarships and awards offered by the Colleges of ACES and Media. . ."

Comparable Programs in Illinois

Within the State of Illinois, the University of Illinois at Urbana-Champaign is expected to have the flagship program in Agricultural Communications. It is the earliest and most fully developed in terms of the number and range of courses offered, the size, communications credentials of faculty, connections with College of Media programs, study tracks offered, research agendas, and professional service. Elsewhere in the State are two other programs identified as "Agricultural Communications." Both are relatively new as compared to the program at UIUC. The College of Agricultural Sciences at Southern Illinois University Carbondale offers a specialization in Agricultural Communications within the B.S. degree program in Agricultural Systems, while the Department of Agriculture at Illinois State University recently developed a sequence identified as "Agricultural Communications and Leadership." The agricultural communications courses at UIUC have been in existence (in one form or another) for

almost 50 years. Therefore, as an outgrowth of that track, the new major will have minimal impact on other existing 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 B.S. in Agricultural Communications program prepares students for positions in agricultural, consumer, and environmental sciences that require communication expertise. Agricultural Communications will be considered its own major, to be administratively based within the College of Media. The proposed program is consistent with UIUC's mission to deliver high quality, accessible, and affordable undergraduate degree programs, for which there is demonstrated need by the society for services of its graduates, to the Prairie Region. To justify this new program, UIUC points to an overwhelming lack of knowledge about food and agriculture which has prevailed throughout the general public, even as citizens find themselves confronted by an expanding array of issues and decisions related to that sector. For example, in a 2009 analysis for the International Federation of Agricultural Journalists (IFAJ), Owen Roberts (University of Guelph) and Jim Evans (University of Illinois) identified more than 100 rural-urban issues that are of concern locally, nationally, and globally. The Agricultural Communications Documentation Center at the University of Illinois contains more than 1,000 documents that testify to the complex and varied communication challenges related to rural-urban issues. This knowledge gap touches every country at every level. For example, a recent survey in the United Kingdom revealed that 22 percent of 1,073 adults surveyed did not know that bacon and sausage originate from farms.

The proposed program snugly fits into UIUC's mission of public education because it addresses the languishing coverage of agriculture-related news in the general media. To exemplify this problem and to underscore its points, UIUC provides relevant references, including the obvious fact that staffing by United States radio and television stations and networks for local agricultural coverage has declined by about 20 percent in the past ten years. Ironically, this has occurred when local information and issues hold increasing interest and value. These challenges are compounded by the fact that more agriculture-related information is being generated than ever before. The subject matter is often increasingly specialized and complex, it changes faster and has shorter useful life, it serves a broadening array of stakeholders, and finally, it flows through a mushrooming menu of channels. It is for this and other related purposes already highlighted that the new B.S. in Agricultural Communications degree program at the University of Illinois Urbana-Champaign was birthed. The proposed program identifies 11 learning programs, the first two being: to understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances; and to demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

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 University has put in place admission requirements that meet, and in some cases, exceed, the standard for freshman and transfer applications in most public universities in the State and around the country. The proposed admission will be reviewed holistically based on the following criteria: First, it will examine an applicant's academic performance, including, but not limited to, grade trends throughout high school, English levels (*i.e.*, honors and advance placement courses), grades received in honors and advanced placement (AP) courses, and class rank, if available. Second, it will review evidence of an applicant's academic rigor. Third, it would look at standardized test scores with special attention being paid to the English score. Fourth, it would examine various activities in which the applicant was involved at school, as well as any type of directly related experience. Finally, the quality of the applicant's essay will be noted. An applicant's genuine interest in the intended area of study will be taken into consideration in the decision. In addition, other secondary factors will be considered, including being out-of-state, students of color, community colleges, low sending counties, first generation, students who attend an Educational Opportunity Program (EOP) high school, veterans, and honors and awards (*i.e.*, a unique award or one that pertains to the intended major).

Curriculum

Coursework in agricultural communications provide students with experience in applying journalism and advertising practice and/or scholarship to issues that relate to agricultural, consumer, and environmental sciences. In addition, students will select a concentration that corresponds to one of three College of Media B.S. degree programs: Advertising, Broadcast Journalism, or News-Editorial Journalism. To round out their degree programs, students complete a minor in Food and Environmental Systems that includes 18 hours of coursework (including ACES 101) from the College of Agricultural, Consumer, and Environmental (ACES) that will enhance their competence in the areas of agricultural production and management, consumer sciences, or environmental and natural resources. The courses are taught in a traditional classroom (face-to-face) environment. The combination of coursework in communication and in agricultural, consumer, and environmental sciences help students develop a fund of substantive knowledge in agriculturally relevant topics as they build communication planning skills and learn how to present science-based information to varied audiences via multiple communication channels. The Agricultural Communications major will include opportunities for students to engage in projects, internships, and extra-curricular activities relevant to the communication of agricultural, consumer, and environmental issues.

Assessment of Student Learning Outcomes

UIUC has developed and implemented a comprehensive assessment tool for evaluating student learning outcomes for its proposed B.S. in Agricultural Communications program. UIUC provides a list of core values and competencies set by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) which will guide UIUC in the implementation of the proposed program. The ACEJMC is the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. The Advertising and Journalism programs within the College of Media are accredited to these standards. Therefore, students in the B.S. in Agricultural Communications program will be evaluated using a professional values and competencies model, in which students will be able to understand and apply the principles and laws of freedom of speech and press. The students must demonstrate an understanding of the history and role of professionals and institutions in shaping communications. They must also demonstrate a clear understanding of group diversity in a global society in relations to communications. Furthermore, they must understand concepts and apply theories in the use and presentation of images and information. All in all, these understandings are defined as familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects; assimilation and comprehension of information, concepts, theories, and ideas; and competence in relating and applying skills, information, concepts, theories, and ideas to the accomplishment of tasks.

Program Assessment

The University has established well-defined policies for its program assessment. For instance, students will be appraised twice during their academic career. A survey will be administered during the freshman orientation course to assess the student's knowledge of agricultural communications concepts as well as their progress in acquiring the professional values and competencies listed above. A survey and exit interview will be administered during the student's senior year. In addition, alumni will be greatly invested in the continued success of the Agricultural Communications program at UIUC. Furthermore, high schools with strong agricultural curricula, employers, and agricultural organizations are key stakeholders. Therefore, feedback from these groups is critical in measuring the program's success and will be elicited. Finally, progress reports regarding the program will be provided at the end of its three years, and the proposed program will participate in the Illinois Board of Higher Education's (IHBE) eight-year program review process.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Library

UIUC has given the assurance that it has made adequate provisions for all necessary library resources for the program, including textbooks, text and electronic journals, and instructional materials. Students in the B.S. in Agricultural Communications program will have equal access to facilities and equipment in all its libraries. In addition, the Agricultural Communications Documentation Center (the Center) maintains the largest existing collection in this field. It includes about 35,000 documents, such as books, reports, journal and trade articles, research studies, and conference proceedings. These documents involve agricultural communications in 170 countries. During 2008, the Center hosted online visitors, which included professional communicators, students, teachers, researchers, and others from 115 countries. In addition, the University of Illinois Archives is home to the historical records of the following three major agricultural communicator organizations: National Association of Farm Broadcasting (NAFB), Agricultural Publishers Association (APA), and the National Agricultural Communicators of Tomorrow (ACT). It also maintains the personal collections of several professional agricultural communicators, including an extensive agricultural photography collection and a collection of farm equipment advertising.

Technology and Instructional Resources

Students in the proposed program will have equal access to facilities in both Colleges. Students will have access to the College of Media's computer labs, broadcasting lab, meeting space, and the Richmond Teaching Studio. In addition, the College of ACES academic computer facility will also be available to students and will be used to teach several courses in agricultural communications.

Faculty and Staff

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

The University has indicated that there will be sufficient qualified faculty responsible for the proposed program. Some faculty currently teaching in the same program at the home campus may also teach at the off-campus locations.

UIUC will ensure that its faculty and staff are appropriately prepared and credentialed to serve the proposed program by using only those faculty approved by the pertinent academic departments based on their requirements for hiring, promotion, and tenure decisions.

Fiscal and Personnel Resources

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

With estimated income resources of \$122,852 the first year and \$125,770 in its fourth year, no new state resources are requested to establish the B.S. in Agricultural Communications degree program. The program will be wholly funded by tuition and fees and reallocated resources. Any additional funding needs will be met by internal reallocation of University funds.

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.

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

While the advertising and journalism programs in the College of Media at UIUC are formally accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), programs in agricultural communications are not eligible for individual accreditation by the ACEJMC. However, the College of Media has expressed its commitment to the standards set by the ACEJMC and intends to hold students in agricultural communications to the same level of expectations.

Program Information

1050.30(b)(2): [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about UIUC's B.S. in Agricultural Communications program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, www.uiuc.edu. Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog. Similar information may be available from the Colleges of ACES and Media.

Staff Conclusion. The staff concludes that the Bachelor of Science in Agricultural Communications program proposed by the University of Illinois at Urbana-Champaign to be offered in the Prairie Region meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Program Title: Master of Science in Health Communication in the Prairie Region

Projected Enrollments: The University of Illinois at Urbana-Champaign has projected that about 25 students will enroll in the first year of the proposed Master of Science in Health Communication and will grow to 30 students by the fifth year.

Background

The University of Illinois at Urbana-Champaign (University or UIUC) requests authority to offer and grant the online Master of Science (M.S.) in Health Communication degree in the Prairie Region. It has reported that health communication is an attractive degree option for health professionals seeking advanced credentials, or people wanting to enter a health-related profession, but who would not be drawn to the program without its online expediency. By offering the degree online, UIUC will provide an opportunity for those who are unable to relocate to Urbana-Champaign for their degree, or who need to work full-time while they attend school.

Historically, the Health Communication program became a specialty of the Department of Communication (the Department) and has been in existence for about a decade now. In line with its mission and objectives to reach out to members of its immediate community, UIUC is offering the online M.S. in Health Communication degree program. The program will build on existing strengths in the Department and will provide a separate degree program for those specifically interested in the association between communication processes and health outcomes. The degree program will be offered online initially and will be modeled after contemporary e-learning pedagogy. As it progresses, a campus-based component may be considered. The program will attract individuals from the disciplines of communication, medicine, nursing, pharmacy, psychology, public health, and veterinary medicine.

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.

UIUC's application has amply demonstrated that the need for an M.S. in Health Communication program is real. The need for such a program has been sufficiently articulated in the application. For instance, it is one of the regional needs and priority areas in the State. National attention on healthcare services and deliveries are obvious. A recent effort toward overhauling the healthcare system underscores the point. *Healthy People 2020*, an agenda-setting document of the United States Department of Health and Human Services, lists health communication and health information technology as proposed objectives in the national campaign to improve the health and well being of our citizens. Needless to say, there is no better time to start this degree program than now.

The Illinois Public Agenda

This proposed program is in alignment with the goals espoused in *The Illinois Public Agenda for College and Career Success*, especially Goals 3 and 4. Goal 3 is “to achieve high quality credentials to meet economic demand.” For this, UIUC has noted that “healthcare is one of the fastest growing industries . . . and health communication is a rapid growth area within the industry that includes the study of intercultural and international issues in healthcare,” this proposed program has addressed these issues in the most empirical way. As for Goal 4, which is “the integration of educational research and innovation assets,” UIUC has proved that “it is critical to train professionals to disseminate research findings and rigorously evaluated interventions,” a role that the proposed graduate program will play perfectly. Its key learning objectives include a deeper understanding of health communication concepts, evaluation of social relationships and social networks as mechanisms for modifying health outcomes, identifying barriers to implementation of new communication technologies in healthcare settings, in addition to several others.

Comparable Programs in Illinois

For its M.S. in Health Communication program, UIUC has indicated there are no other master’s degree programs in Illinois focusing on health communication. Other master’s degree programs in the State focus more generally on communication as a discipline (*i.e.*, Illinois State University, Northern Illinois University, Northwestern University, Governors State University, and Southern Illinois University Carbondale), but none focus specifically on health communication. Because there is no direct competition with another program, the new degree should have minimal impact on other programs in the State. With its nationally recognized health communication program, UIUC is positioned uniquely in the State to offer an M.S. in Health Communication program.

Mission and Objectives

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

The mission of the MS. in Health Communication program aligns with three major strategic goals of UIUC. First, it would support the mission to “achieve academic excellence” by positioning the University to meet the 21st Century opportunities by developing professional master’s degree programs in areas of professional needs. Second, it would support the University to achieve a “breakthrough in knowledge and innovation” by supporting two University of Illinois interdisciplinary initiatives (*i.e.*, Integrative Science for Health Initiative and Illinois Informatics Initiative). Third, the program would provide “access to the UIUC experience” by increasing the diversity of the student population and increasing and excelling at distance education. In addition, this program will allow for the translation of social science research on communication and health to professional audiences.

Curriculum and Assessment

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

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

Admission Requirements

Admission requirements into the M.S. in Health Communication program are quite explicit. First, an application must include official transcripts from every post-secondary institution the student has attended. At least three letters of recommendation are required, preferably from recommenders in academic or professional positions, and a statement of purpose is also required. Students whose native language is not English must present their official scores on the Test of English as a Foreign Language (TOEFL) examination as part of their applications. A minimum score of 611 on the paper-based test, 254 on the computer-based test, or 103 on the Internet-based test (iBT) is required. In addition, an applicant must have been awarded a comparable bachelor's degree from an accredited institution in the United States or from a recognized institution of higher learning abroad, and in a health and/or communication-related field. A grade point average (GPA) of 3.0 on a 4.0 scale, or a comparable GPA for an international applicant, for the last two years of the undergraduate program is the minimum requirement for admission. Strong recommendations and a clear and compelling personal statement also will be required for admission.

Curricula

The M.S. in Health Communication program includes a minimum of 32 hours of coursework, of which 28 hours must be in the Department of Communication. Eight hours will be in the following required coursework: (a) two health communication research methods courses for a total of four hours; and (b) a capstone experience for four hours. The research methods courses will explore the variety of methods used in health communication research, including designs that are quantitative (*e.g.*, using data from experimental or survey designs), qualitative (*e.g.*, using data from observations, interviews, or interaction), or rhetorical (*e.g.*, using texts or speeches as data). The goals of the research methods course are to develop skills needed to read original research articles and conduct research. The program also includes a capstone course in Health Communication, which will integrate knowledge and skills from prior coursework and experiential learning. It will enable the student to demonstrate broad mastery of material for the promise of future employment opportunities and career advancement. More specifically, it will integrate and demonstrate the cognitive, affective, and psychomotor learning acquired in previous coursework and experience. Students will apply their knowledge and skills to a health or healthcare issue of their choice by: (a) conducting original or replicated research; (b) conducting an organizational intervention in a healthcare setting; (c) designing or conducting a media campaign; or (d) implementing another project of the student's and instructor's choosing.

Assessment of Student Learning Outcomes

The M.S. in Health Communication program has put in place an effective mechanism for assessment of student learning outcomes. The first is based on a student's performance in courses and the development of a portfolio of coursework assignments. In it, course grades will reflect the mastery of the material and the ability to critically evaluate and apply course concepts. The second mechanism is a student's participation in a capstone project. Here students will be required to complete a capstone project in which they will apply their knowledge and skills to a health or healthcare issue of their choice by: (a) conducting original or replicated research; (b) conducting an organizational intervention in a healthcare setting; (c) designing or conducting a media campaign; or (d) implementing another project of the student's and instructor's choosing. This capstone project will allow the program to determine how well a student can synthesize and use accumulated knowledge across the curriculum. In addition, portfolios and capstone projects for each student will be reviewed by the equivalent of a master's examination committee. These will be used for revising learning goals as needed, informing strategic planning for the program, and improving instructional performance.

Program Assessment

The University has established well-defined policies for its program assessment. For instance, for the M.S. in Health Communication program, faculty and staff will use feedback from annual surveys of students, alumni, and faculty members to determine if there are deficiencies to be corrected or points of excellence to be highlighted. The Department will monitor the discipline and the marketplace for changes that should be addressed in the curriculum (e.g., the advent of new communication technologies such as personal health records). The Department will conduct an annual review of all faculty members that includes teaching evaluations from peer review and student course evaluations. It will monitor evaluations and take corrective action if needed to improve teaching performance. The Chair will meet with faculty members to discuss their annual evaluation and will suggest training or other professional development to improve performance, if needed. The Department will submit a progress report to IBHE in the third year of operation and will participate in the IBHE's eight year program review process.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Library

UIUC has put in place adequate provisions for all necessary library resources for the program. Because the program will initially be offered online, the main resources needed are computers, which all faculty members have in their offices and at home. Technical support for students and faculty will be provided by UIUC's Academic Outreach and College of Arts and Science (LAS) online with their current resources. Off campus students will rely on their own computer resources. Courses will be housed on the Academic Outreach servers with assistance from computer support staff. Academic Outreach has arranged for library use for students in online programs. The library currently subscribes to appropriate journals and owns appropriate books for students in the program. Academic Outreach facilitates access to the library resources.

Technology and Instructional Resources

UIUC has indicated that Health Communication students will have equal access to facilities at the University. Students will have access to the College of Media's computer labs, broadcasting lab, meeting space, and studios. In addition, the College of ACES Academic Computing Facility will also be available to students and faculty.

Faculty and Staff

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

The University has indicated that there will be sufficient qualified faculty responsible for the program. UIUC will ensure that its faculty and staff are appropriately prepared and credentialed to serve the proposed program by using only those faculty approved by the pertinent academic Departments, based on their requirements for hiring, promotion, and tenure decisions.

Fiscal and Personnel Resources

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

With estimated income resources of \$133,000 the first year and \$228,000 its fourth year, no new state resources are requested to establish the M.S. in Health Communication degree program. The programs will be wholly funded by tuition and fees with initial start-up provided by the College.

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.

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

While the advertising and journalism programs in the College of Media at UIUC are formally accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), there are no accrediting bodies for health communication; neither is there a licensure, certification, and/or entitlement requirement.

Program Information

1050.30(b)(2): [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about UIUC's M.S. in Health Communication, including detailed descriptions of the curricula, admission requirements, tuition, fees, and other cost information, as well as University policies, will be published on the University's website, www.uiuc.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalogs.

Staff Conclusion. The staff concludes that the Master of Science in Health Communication program proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Proposed Program Title: Doctor of Philosophy in Informatics in the Prairie Region

Projected Enrollments: The University has projected that enrollments in the proposed program will grow from ten in the first year to 50 in the fifth year of operation. Also, it is projected that three degrees will be awarded in the program in the third year and ten or more degrees will be awarded annually in the fifth year and beyond.

Background

The University of Illinois at Urbana-Champaign (UIUC or University) requests authority to offer a new Doctor of Philosophy (Ph.D.) in Informatics on campus in the Prairie Region. Need for the program was identified early in the discussions that led to the formation of the Illinois Informatics Institute (the Institute), which was approved for a temporary five-year period by the Illinois Board of Higher Education (IBHE) staff in 2007. Establishing this program is currently a major goal of the Institute. As used here, informatics is the study of information technology in any field including the study of the structure and behavior of natural and artificial systems that generate, process, and communicate information. It also includes the development and application of such systems to solve problems in any research domain, encompassing the sciences, engineering, humanities and arts, among others. The program will rely heavily on applied computation in various forms, including innovation in new careers and new research areas, from proteomics to multimedia art performances that rely increasingly on practitioners skilled in the domain area plus advanced computing technology.

As proposed, the Ph.D. in Informatics will be a collaborative partnership across the campus to harness technological expertise in the discipline to domains lacking it and to bring domain focus and drive to existing technological fields. The initial partners include the following Colleges: Engineering; Fine and Applied Arts; Liberal Arts and Sciences; Agricultural, Consumer, and Environmental Sciences; as well as the Emerging Digital Research and Education in Arts Media Institute; Institute for Computing in the Humanities; Arts and Social Sciences; Institute for Advanced Computing and Applications and Technologies; the National Center for Supercomputing Applications; Library and Information Sciences; Illinois Informatics Institute; and the Department of Computer Science.

Responsibility for the Ph.D. in Informatics will be exercised by a Governing Committee (the Committee) created for the program instead of an academic Department or College because the scope of the program transcends the purview of such units. Composition of the Committee will span the UIUC campus, including a representative of each major area of informatics. The Committee will appoint the supervising committee that approves each student's Advisory Committee and the Dissertation Committee.

With the exception of the medical sciences, UIUC offers a comprehensive array of baccalaureate through doctorate degrees, including 117 bachelors, 110 master's, and 103 doctorates, with very significant investments and outcomes in engineering, biological and physical sciences, computer science, and others. In fiscal year 2009, the University awarded 6,838 baccalaureate degrees, 2,536 master's degrees, and 989 doctorate degrees. The University is among the top ten universities in the United States in the number of earned doctorates awarded annually. The successes of its alumni are notable, including 11 Nobel laureates, 158 Guggenheim Fellows, and 18 Pulitzer Prizes, among others. Many of the over 3,000 faculty members are recognized for exceptional scholarship in such organizations as the American Academy of Arts and Sciences, the National Academy of Sciences (NAS), and the National Academy of Engineering (NAE). For example, in 2007 UIUC faculty members were recognized with more than 225 major national and international awards and prizes. More than 315 endowed chairs and professorships are held by the faculty. The many great resources of the University have made it possible for UIUC to accomplish significant outcomes, including \$520 million from gifts, grants, and contracts in fiscal year 2011 from federal, state, and private sources.

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.

As indicated in *The Illinois Public Agenda for College and Career Success*, Illinois needs more innovation and entrepreneurship as engines of economic development. The Ph.D. in Informatics is designed to enable the formation and continual reformation of novel areas of study and doctoral research that will facilitate the application of information technology to new and emerging fields of enquiry and practice, including innovation.

Technology driven innovation is one of the key goals of the proposed program, which is designed to be extremely flexible so that it can respond rapidly to encompass new knowledge, new applications of technology, and new technologies in the field. Currently, other states and countries are rapidly developing interdisciplinary technology-infused degree programs that attract many students. Unlike the Ph.D. in Informatics program, with a broad focus and multidisciplinary scope, individual new degrees in other states and countries typically focus on a particular area of study, such as programs in bioinformatics and health informatics. It is expected that this flexible program will put the University at the forefront of innovation in informatics, enabling it to lead the national and international effort in informatics and related fields.

Over the next seven years, the State of Illinois projects a need for over 42,000 new computer specialists. It is expected that a large proportion of these will be applications driven and defined by the new applications areas that will be studied and created by the proposed Ph.D. in Informatics program. While the program will not fill the vast need, the program's faculty members expect to create the leaders and innovators who will determine the specific directions of the new technologies.

According to the Bureau of Labor Statistics, one of every four jobs between now and 2012 will be information technology related. Given this trend, the graduates of the proposed program will be in great demand in schools of information science and schools of informatics, in academic departments that embrace varieties of informatics research, and industrial research and development (R&D) companies in the computing, media, and communications industries, among others. As indicated in letters of support from entities as diverse as the National Aeronautics and Space Administration (NASA) and Archer Daniels Midland Company, as well as several major academic and research units at UIUC, there is great demand for informatics expertise especially when coupled with domain knowledge.

The Illinois Public Agenda

The Ph.D. in Informatics program will address Goal 3 of *The Illinois Public Agenda for College and Career Success*: “Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society” by enrolling well qualified students and awarding the degree to program completers. Also, the program will address Goal 4: “Better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions” by actively engaging in theoretical and applied research activities that will lead to many valued outcomes, including innovation through the collaboration of UIUC’s many outstanding academic units, as well as partnership with selected businesses and industries. It is expected that the accomplishments of the program and its partners will include acquisition of significant external research grants and contracts from many sources, such as the federal government, foundations, and others.

Comparable Programs in Illinois

There is no comparable program in Illinois at this time. However, some aspects of the program may be available at other institutions, but nowhere is there a comprehensive, multidisciplinary degree program as the proposed Ph.D. in Informatics with extensive partners. If approved, the program will attract a wide range of qualified students who otherwise would go to universities in other states, and the program may attract students from outside Illinois.

Mission and Objectives

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

The central academic objectives of the Ph.D. in Informatics program are to:

- draw together significant faculty expertise across multiple disciplines and Colleges and Schools at UIUC to define and tackle new research areas related to informatics;
- provide institutional support for new innovative and interdisciplinary students;
- enable academic entrepreneurship in identifying new areas of research and new opportunities resulting from the infusion of technology through all domains; and
- provide institutional support to enable disciplinary growth through a more intimate embrace of technology.

Student learning objectives in the program involve: a) completion of graduate level work in informatics foundations; b) completion of graduate level work in application areas approved by faculty; c) successful participation in at least one faculty led research project; d) active participation in interdisciplinary faculty research groups; e) successful completion of graduate courses in multiple relevant disciplines; and f) completion of successful research combining information technology with domain knowledge and integrating the two, resulting in completing doctoral research projects and the dissertations.

The mission of the proposed program transcends the mission of any one academic Department, School, or College, but it is consistent and supportive of the mission of the University.

Curriculum and Assessment

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

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

Admission Requirements

A student may be admitted to the program with a master's degree, or in some cases only with a baccalaureate degree. Because the program has a multidisciplinary focus, admission into it is not rigid and is based on the requirements for a particular discipline or Department.

Admission requirements for the program include a minimum grade point average (GPA) of 3.0 on a 4.0 scale set by the Graduate College for previously completed coursework. Different tracks or specializations may institute additional requirements. For example, the computer science track requires a minimum GPA of 3.40 on a 4.0 scale. All applicants whose native language is not English must submit a minimum Test of English as a Foreign Language (TOEFL) score of 100 on the Internet Based Test (IBT), 250 on the Computer-Based Test (CBT), or 600 on the Paper-Based Test (PBT); or a minimum International English Language Testing System (IELTS) academic exam score of 6.5 overall and 6.0 in all subsections.

A student's background will be evaluated carefully for its fit with the track chosen. Where a student lacks necessary analytical background or additional coursework, the student may be required to complete additional needed prerequisites for the selected track.

No new master's degree is being sought in conjunction with the Ph.D. in Informatics. For a student who has been admitted to the program with only a bachelor's degree while working toward the Ph.D., the student may concurrently work on obtaining a master's degree in an existing field of study such as in mathematics or in cognitive psychology, congruent with the student's area of focus in this program. A student who is admitted to the program with a bachelor's degree will be required to complete 96 semester hours, while a student admitted with a master's degree will complete 64 semester hours for the degree.

Curriculum

In order to have a common knowledge base in the discipline, students enrolled in this very multidisciplinary Ph.D. in Informatics program are required to choose at least two core courses from a list of foundation courses, which will encompass new courses over time. The foundation courses are to provide a common base for students in applying computational and data centric capabilities in order to advance the discipline, regardless of the tracks or specializations selected by students from different academic backgrounds. In addition to the two core courses, a common Orientation Seminar about informatics must be completed by every student in the program.

To illustrate the specialized component of the program, the curricula for a track in Art and Culture and a track in Bioinformatics in the program are summarized. Each track has 12 hours of foundation coursework related to the track and 12 hours of informatics application related to the track. The curriculum for the Art and Culture track includes the following courses: a one-hour orientation course; Music Composition; four, one-hour courses in Studio; three courses in Multimedia Systems, Digital Imaging, and Human Computer Interaction; three courses in Time Arts, Computer Music, and Digital Media for Dance; as well as two courses for the Research Practicum for a subtotal of 41 semester hours, excluding credits for research thesis and electives. The curriculum for a student pursuing the Bioinformatics track includes the following courses: a one-hour orientation course; five, one-credit courses in Bioinformatics Seminars, Statistics and Probability, Advanced Database Systems, Statistical Genomics, Statistical Methods, Applied Bioinformatics, and Informatics; and two courses for the Research Practicum for a subtotal of 38 semester hours, excluding credits for research thesis and electives. Altogether, the courses meet the expected professional informatics levels of knowledge in programming/database and in mathematics/statistics, or other technical fields approved by the student's Advisory Committee. If necessary, courses for each student will be selected with the approval of the student's Advisory Committee in consultation with a committee responsible for each track in the program. The Advisory Committee will be responsible for monitoring each student's progress in the program.

After completing the required courses for an approved track, a student must take an Area Qualifier Examination to demonstrate his or her breadth of knowledge in the selected area and must form a Dissertation Committee (the Committee) whose membership may overlap with the Advisory Committee. This Committee must include at least four members of the graduate faculty, at least two of them must be tenured, and four of them must cover all aspects of the dissertation. Due to the applied nature of informatics, it is highly recommended that a fifth member of the Dissertation Committee be external to the University, such as an industrial researcher with a strong background in informatics.

The second half of the Ph.D. in Informatics program is devoted to the Dissertation Research and related requirements, which students carry out during the third and fourth years of the program, and includes: a) preparation and passing the preliminary examination, which is the dissertation proposal approved by their committees; b) formation of the Dissertation Committee; c) completion and presentation of an acceptable dissertation; and d) passing the final oral examination to defend the dissertation and to graduate from the program.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the Ph.D. in Informatics program will be based on timely and satisfactory completion of the appropriate courses and progress toward the dissertation for the program as judged by each student's Advisory Committee and Dissertation Committee. Since individual courses will be drawn from a wide variety of disciplines across the entire campus, assessment methods of student learning will vary according to the tracks offered. To provide a modicum of uniformity, each student in the program will be monitored by his or her Advisory Committee and ultimately by the Dissertation Committee. Each of the Committees will report to a program-wide Governing Committee with representatives from across the campus that will seek to balance assessment and make recommendations to the Advisory and Dissertation Committees to ensure a program-wide standard of accomplishment.

Components of the assessment will include the student's performance in course tests and examinations, the quality of the practica, participation in seminars, participation in faculty research, research projects completed, and success in major examinations, such as the preliminary examinations. Also, assessment will be based on the quality of dissertations, publications of the students, and placement record of graduates of the program over time.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Ph.D. in Informatics program at the end of the third year of operation. The report will summarize key areas of accomplishments by the program and key partners, and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in UIUC's eight-year program review process to assess the program using multiple measures, including evaluation of faculty teaching in the program by students, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in this program, and the level of alumni and employer satisfaction with the program. Also, the program faculty and the program's Governing Committee will use measures such as the percent of dissertations completed in the program, placement in academic and industry jobs of graduates of the program, and the percent of graduates employed in occupations closely related to informatics. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research, or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research, or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research, and public service, are conveniently available and accessible, and can be maintained.

The University expects that there will be adequate resources to support this program, as a variety of support will come from most academic units in the entire University, particularly units and degree programs with tracks or specializations the program will offer. Until the program is approved and implemented, it is premature at this time to estimate the type and caliber of support and contributions that will be made aside from stated and implied commitments from many quarters. The sections below under library resources, fiscal and personnel resources, and faculty resources provide some documentation of resources that will support the program. In general, each of the major academic units at UIUC, including Colleges, Schools, and research centers/institutes has significant space, equipment, and instructional resources that it will share with the program.

Library

There will be more than enough adequate library resources to support the Ph.D. in Informatics program. To illustrate the type of library resources that will support the program, including text and electronic materials, the proposal for this program includes two pages of lists of library resources encompassing areas such as Data Analytical and Information Visualization; Bioinformatics; Spatial Informatics; Design, Technology, and Society; and Art and Cultural Informatics. Examples of the numerous specific journals and books identified are: *Computer Vision: A Modern Approach*; *Data Mining: Concepts and Techniques*; *Multivariate Analysis*; *Journal of American Statistical Association*; *Bioinformatics*; *Science*; *Journal of Proteomics and Bioinformatics*; *Geographic Information Systems and Science*; *Journal of the American Society for Information Science and Technology*; *New Media & Society*; *Cognitive Science*; *Artificial Intelligence*; and *International Journal of Arts and Technology*.

Technology and Instructional Resources

Technology and instructional resources to support the program will be contributed by all major academic units at the University which are committed to support the program, including the College of Engineering, the Department of Computer Science, the College of Liberal Arts and Sciences, the Institute for Computing in the Humanities, Arts and Social Sciences, the Institute for Advanced Computing and Applications and Technologies, and the National Center for Supercomputing Applications.

Faculty and Staff

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

As indicated above, support for the Ph.D. in Informatics program will come from all major academic units at the University, particularly degree programs and academic Departments whose fields of study will constitute tracks within the program. The number of faculty members and staff that will be involved in actively supporting the program cannot be determined until the program is approved by the IBHE and is implemented for a number of years, as new specializations in the program will be added as needed when the necessary resources are assembled for each addition. However, six examples of very productive and outstanding faculty members who are already committed to the program are identified in the proposal. They represent six areas of inter- and multidisciplinary studies and research at UIUC: Data Analytics and Information Visualization; Bioinformatics; Spatial Informatics; Design, Technology, and Society; Cognitive Science and Language Processing; and Art and Cultural Informatics.

A few examples of significant accomplishments of the six faculty include: a) millions of dollars of research grants from sources such as the National Science Foundation (NSF), the National Institutes of Health (NIH), the National Security Agency (NSA), the United States Department of Agriculture (USDA), the Air Force Office of Scientific Research (AFOSR), and the Intelligence Advanced Research Administration, including \$27 million by one faculty member; b) a Fellow of the American Statistical Association and a Fellow of the Institute of Mathematical Statistics; c) two faculty members with nearly 200 publications; d) one faculty member with visiting, consulting, or affiliate appointments at Intel Research, Microsoft Research, Oxford University, McGill University, and the Massachusetts Institute of Technology; e) one was a Director of the Cultural Computing Program and taught electronic music at the University of California-Berkeley and was a Director of Music Technology at the Center for New Music and Audio Technologies; and f) one faculty member who is the founding Director of the United States NSF TeraGrid SAIScience Gateway and founding Director of the CyberInfrastructure and Geospatial Information Laboratory, and is a senior research scientist at UIUC's National Center of Supercomputing Applications.

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 Ph.D. in Informatics. UIUC has projected that a small component of the program budget that is known at this time will be approximately \$114,000 annually during the first four years of operation. This minimal amount will be used to meet personnel costs, as well as supplies, services, and equipment. Because the program is very multidisciplinary, most of its resources will exist at the various academic units to a varying degree at UIUC, particularly units associated with the tracks offered. The program and the Governing Committee will have a better idea of the total amount and scope of resources that will support the program after several years of implementation as additional tracks will be added over time by the collaborating campus units.

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.

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

No specialized accreditation currently exists for degree programs in informatics nor is there any established licensure for graduates of the program. Informatics is still an emerging academic discipline.

Program Information

1050.30(b)(2): [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about the University of Illinois at Urbana-Champaign's Ph.D. in Informatics program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, www.uiuc.edu. Comparable information about the program will be published in the University's Graduate Catalog.

Staff Conclusion. The staff concludes that the Doctor of Philosophy in Informatics program proposed by the University of Illinois at Urbana-Champaign to be offered in the Prairie Region 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 and accreditation.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago authority to establish the Master of Science in Forensic Toxicology 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 University of Illinois at Urbana-Champaign authority to establish the Department of Gender and Women Studies 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 University of Illinois at Urbana-Champaign authority to establish the Bachelor of Science in Agricultural Communications in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authority to establish the Master of Science in Health Communication in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authority to establish the Doctor of Philosophy in Informatics in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.