

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

Submitted for: Action.

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

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

Northern Illinois University

- Bachelor of Arts and Bachelor of Science in Community Leadership and Civic Engagement in the Fox Valley, North Suburban, and West Suburban Regions
- Bachelor of Arts and Bachelor of Science in Environmental Studies in the Fox Valley Region

Southern Illinois University Carbondale

- Master of Science in Fire Service and Homeland Security Management in the Chicago, North Suburban, Southwestern, and West Suburban Regions

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.

Northern Illinois University

Proposed Program Title: Bachelor of Arts and Bachelor of Science in Community Leadership and Civic Engagement in the Fox Valley, North Suburban, and West Suburban Regions

Projected Enrollments: Northern Illinois University has projected that enrollments in the proposed Bachelor of Arts and Bachelor of Science in Community Leadership and Civic Engagement will grow from 20 students in the first year to 74 students in the fifth year. Also, it has projected that approximately 18 degrees will be awarded in the second year and 31 degrees in the fifth year.

Background

Northern Illinois University (the University) requests authority to offer an interdisciplinary Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in Community Leadership and Civic Engagement in the Fox Valley Region, which is where the University is located, and also in the North Suburban and West Suburban Regions. The on-campus program will be housed within the Non-Governmental Organization Leadership and Development Center. The Director of the program will report to the Dean of the College of Liberal Arts and Sciences. He or she will be assisted by an interdisciplinary faculty advisory committee, which comprises the Undergraduate Studies Committee. The proposed program is designed to provide prospective community leaders with critical competencies and skills to make improvement in their private firms, governmental agencies, or non-governmental organizations (NGOs) to meet the needs of the three targeted regions where the program will be offered. Graduates of the program would provide community leadership in areas related to voluntarism, civic engagement, or other public service functions for the public good in both private and public sectors.

The proposal for this program was developed after discussions among a wide range of Northern Illinois University faculty and staff, including Colleges from Business, Liberal Arts and Sciences, and Visual and Performing Arts, and consultation with representatives of a number of NGOs in Chicago and in the western suburbs. The program is designed to fully articulate with community college transfer requirements to enhance the ability of transfer students to complete their degrees in a timely manner. The interdisciplinary nature of the program accommodates the curriculum to offer five emphases in advocacy, arts and humanities, environment, enterprise, and global topics.

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.

Approximately 9,000 NGOs are located in the metropolitan Chicago area, many of them outside the Cook County and the City of Chicago. These NGOs range in size from no staff to a staff of hundreds, and from very small budgets to budgets in millions of dollars. While most of these NGOs have a domestic focus, a large number of them headquartered in Northern Illinois are international organizations.

The 2009 report of Hanover Research Council prepared for Northern Illinois University and data from the Illinois Department of Employment Security (IDES) project a 4.3 percent growth in careers within the non-profit sector between 2006 and 2016, which is higher than the national average of 3.8 percent for all industries. The increase in occupational demand for community service managers and administrative services manager positions are expected to grow in Illinois by 26 percent and 14 percent in the nation respectively.

According to the 2009 report of Hanover Research Council, local employment in the non-profit sector-related careers in the Chicago-Naperville-Joliet metropolitan area is projected to grow by 6.4 percent, while growth in job openings for regional, social, and community service managers is expected to increase by nearly 30 percent between 2006 and 2016. Non-profit civic, religious, and professional organizations are also expected to outperform the Illinois economy as a whole. The report also indicates that the non-profit sector in Northern Illinois is projected to add 1,400 jobs through 2016.

These data indicate strong occupational demand for graduates of the University's proposed program, which are expected to be only approximately 32 annually by the fifth year of operation from the three targeted regions.

The Illinois Public Agenda for College and Career Success

If approved, the University's proposed program will address Goal 3 of *The Illinois Public Agenda for College and Career Success* by providing its graduates with high quality baccalaureate degrees that prepare them to work for non-profit organizations in Northern Illinois, the State, and beyond. Furthermore, each student in the program will work or volunteer with one or more community organizations for at least 100 hours prior to graduation.

Comparable Programs in Illinois

Twelve Illinois colleges and universities were identified as offering somewhat similar programs to the proposed program. The institutions are Northeastern Illinois University, Millikin University, Quincy University, Loyola University, National-Louis University, Northwestern University, Roosevelt University, Aurora University, Elmhurst College, Judson University, Kendall College, and Lewis University. The impact of the proposed program is expected to be minor or at best modest on these institutions' existing programs because the degrees are related, but not quite comparable to, the University's program in community leadership and civic engagement. Also, the proposed program is very interdisciplinary, while the existing programs are oriented to single departmental majors. The organizations contacted by the University were supportive of the program and contributed to the design of the curriculum because this program would address their unmet needs.

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 and goals of the B.A. and B.S. in Community Leadership and Civic Engagement are to provide its students the opportunity to develop the knowledge and skills in a variety of non-profit related issues and to prepare them for careers in organizations that address regional, State, national, or global concerns. These are congruent and supportive of the mission and priorities of the University.

Central academic objectives of the program are to ensure that graduates of the program: 1) are competent actors and/or leaders in public service; 2) can pursue avenues for community engagement and leadership; and 3) are actively involved in volunteerism and philanthropy in public service at the local, regional, national, and global levels. These objectives are to be achieved through the curriculum, including courses from anthropology, community leadership and civic engagement, communications, political science, and public administration.

Curriculum and Assessment

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

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

Admission Requirements

Applicants who are high school graduates or those who will graduate from high school must meet the following requirements: must rank in the top half of their graduating class or have a grade point average (GPA) of at least 2.75 on a 4.0 scale and must have a composite American College Test (ACT) score of at least 19 or critical reading and mathematics Scholastic Assessment Test (SAT) score of at least 870. Those who do not meet these requirements must have a minimum composite ACT of 23 or SAT critical reading and mathematics score of 1030. In addition, qualified applicants would have successfully completed high school courses in English, mathematics, science, social studies, and foreign language, art, music, or vocational education as outlined in the University catalog. Applicants who are not high school graduates must have attained the functional equivalent of the above, including completion of the General Education Development (GED) Certificate.

To be admitted to this program, applicants who are transferring to the University must have a GPA of 2.0 on a 4.0 scale and be in good academic standing at the last accredited college attended. Additional requirements must be met by these students depending on the number of credits transferred, including the University's competitive transfer GPA requirements.

Curriculum

The curriculum of the B.A. and the B.S. in Community Leadership and Civic Engagement consists of a total of 120 semester hours. In addition to general education requirements, 60 to 72 hours are required for the Bachelor of Arts degree option and 67 to 72 hours are required for the Bachelor of Science degree option, including at least 42 credits in the major and up to 41 credits from general education courses. Students who select the bachelor of science option must complete math and sciences courses comprising 10 to 15 credits from a group of courses and must demonstrate competency in laboratory science and/or mathematical computational skills equivalent to that attained in two years of college instruction. Students who select the Bachelor of Arts option must demonstrate competency in a foreign language equivalent to that attained in two years of college instruction.

Curricular requirements for the major consists of 27 hours of required core courses most of them in 300 and 400 course levels that every student must complete and 15 credits from a group of courses in one of five emphases in the program. The required core courses consist of nine courses including: Community Engagement, Intercultural Communication, Public Service Leadership, Non-Profit Management, Philanthropy and Volunteerism in Civil Society, and Resource Strategy for NGOs. In addition to these, a student must complete 15 hours from one of the five specializations in the program: Advocacy, Arts and Humanities, Enterprise, Environmental, and Global emphases. Completed courses in each emphasis must be from three or four different academic departments. In addition to other graduation requirements of the University, a student must complete at least 40 semester hours in 300 and 400 level courses, and the last 30 credits must be completed at the University.

The program faculty will be assisted by an Advisory Board of approximately 15 distinguished professionals serving in community and non-profit leadership roles, as well as academics knowledgeable in subjects related to civil society and the non-profit sector. The Board will include a mix of executive directors and board chairs from a variety of non-profit organizations.

Assessment of Student Learning Outcomes

Faculty responsible for the program will assess the achievement of student learning outcomes by using a variety of direct and indirect methods, and they will ensure that the evaluation of students' performance in the program is consistent on campus and in the West Suburban and North Suburban Regions. The University's Undergraduate Studies Committee will oversee the assessment of student learning outcomes of the program at on-campus and off-campus locations.

Specific methods that will be used to assess student learning outcomes include:

- Service Learning/Civic Engagement Review consisting of evaluations using standardized format with quantitative and qualitative measures from non-profit supervisors of students' contributions to their organizations;
- Capstone Project Reviews of students' research projects and presentations by faculty and practitioners using standardized rubrics;
- Focus Groups in small discussion groups of students to ascertain their perceptions of the program's strengths and weaknesses;
- Success Stories or anecdotal evidence from alumni about their career choices, satisfaction with the program, and their performance at their place of employment; and
- Feedback from Advisory Board and Employers will be based on faculty interaction with advisory board members and selected employers to get suggestions for improving the program.

Program Assessment

Consistent with the Illinois Board of Higher Education (IBHE) staff requirements, Northern Illinois University will submit to the IBHE a progress report on the B.A. and B.S. in Community Leadership and Civic Engagement program at the end of the third year of operation. The report will summarize key areas of accomplishments by the program faculty and key partners, any remaining challenges, and how each challenge will be addressed in the near future. In addition, the program faculty will participate in the University'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, scholarship and public service, retention and graduation rate of students in the program, and the level of alumni and employer satisfaction with the program. Also the program faculty will use measures such as job placement in relevant occupations. 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 proposed program does not require facilities and/or equipment beyond the existing classrooms, office space, and other facilities used by participating academic departments and the College of Liberal Arts and Sciences, as well as Northern Illinois University's off-campus facilities and equipment.

Library

The University's library system consists of the Founders Memorial Library, several branch libraries on campus, and virtual libraries at the University's regional centers in Hoffman Estates, Naperville, and Rockford. The libraries have total holdings of more than 2.5 million circulating volumes, more than 2 million microforms, and 15,800 current serials. They are a depository of more than 1.3 million government publications. The libraries participate in the I-Share Online Catalog System, consisting of a network of 71 academic institutions in Illinois.

The proposed program will be supported with more than 20 textbooks that encompass the interdisciplinary nature of the program in addition to 15 electronic journals. Examples of the journals are as follows: *American Review of Public Administration*, *International Journal of Nonprofit and Voluntary Sector Marketing*, *Journal of Civic Engagement*, *Journal of Policy Analysis and Management*, and *Nonprofit Management and Leadership*. At least three additional journals will support each of the five emphases in the program. The key textbooks include: *Raise Your Voice: A Student Guide to Making Positive Social Change*; *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*; *United We Serve: National Service and the Future of Citizenship*; *Good Work: When Excellence and Ethics Meet*; *Financial Basics for Nonprofit Management*; *Civic Engagement in American Democracy*; and *Just Money: A Critique of Contemporary American Philanthropy*.

Technology and Instructional Resources

Northern Illinois University uses Blackboard, a course server to which all faculty and students have access. It supplements classroom facilities and enhances instructional techniques by permitting faculty to post materials, deliver tests and surveys, hold online discussions, and employ many other course-related functions. Blackboard can be used to enhance teaching face-to-face, web-enhanced distance classes using video conferencing technology and web-based courses. Other instructional technologies available at the University will be used when necessary. These resources will support the program to be offered in the three targeted regions.

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.

Eight faculty members with varied academic backgrounds will be responsible for the program and its five emphases. They have the appropriate academic credentials, including doctoral degrees to support the program. Their disciplinary expertise includes business administration, history, public administration, geology, and anthropology.

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 support the proposed program. The program will be funded by a combination of current existing resources in the College of Liberal Arts and Sciences and the participating Departments, as well as reallocations from other campus units. The budget of the program is projected to grow from \$246,000 in the first year to \$366,500 in the fourth year of operation. Most of the funds are budgeted for personal services. However, the costs of supplies, services, and equipment are estimated to be \$51,000 in the first year and \$27,000 each year in the second through the fourth year.

Accreditation and Licensure

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

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

There is no specialized accreditation for programs in community leadership and civic engagement. The University's accreditation from the Higher Learning Commission (HLC) will cover the program if it is approved. Also, there is no certification or licensure for graduates of this program at this time.

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 Northern Illinois University's Bachelor of Arts and Bachelor of Science in Community Leadership and Civic Engagement program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University Undergraduate policies, will be published on the University's website, www.niu.edu. Comparable information about the program will be published in the University's Undergraduate Catalog. Similar information may be obtained from the College of Liberal Arts and Sciences.

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

Proposed Program Title: Bachelor of Arts and Bachelor of Science in Environmental Studies in the Fox Valley Region

Projected Enrollments: Northern Illinois University has projected that enrollments in the Bachelor of Arts and Bachelor of Science in Environmental Studies for students in the junior and senior years will vary from year to year beginning with approximately 40 in the first year, 84 in the second year, 74 in the third year, and 60 in the fourth year. Also, degrees conferred are estimated to vary from 38 in the second year, 42 in the third year, 31 in the fourth year, and 30 in the fifth year.

Background

Northern Illinois University (the University) requests authority to offer an interdisciplinary Bachelor of Arts and Bachelor of Science in Environmental Studies on campus in the Fox Valley Region. The program is designed to encompass foundational and applied environmental science, humanities and social sciences, and engineering and technology to prepare its students to address a broad range of environmental issues such as exploring the nature and magnitude of environmental and climatic change at local, national, and global levels, and explore solutions to energy challenges. The curriculum was developed by the Environmental Studies Work Group whose members represented three colleges with seven academic departments, including Anthropology, Biological Sciences, Geology and Environmental Geosciences, and Technology. The program is to be housed in the Institute for the Study of the Environment, Sustainability, and Energy within the College of Arts and Sciences, and a faculty advisory Committee would provide oversight for the curriculum and the assessment of student learning outcomes.

The proposed program will build upon nine successful minors and emphases in fields such as environmental studies, geology and environmental geosciences, environmental management systems, environmental science teaching, natural environmental systems, environmental and hazard risk assessment, and environmental safety and health. Also, some of the resources of the existing Institute for the Study of the Environment, Sustainability, and Energy will contribute to the success of this program. Given this extensive scope of curricular offerings, this program is designed with six emphases and to ensure breadth of knowledge of graduates of the program. Students in the major will take courses in at least five different disciplines across the University. The program has extensive breadth in order to address comprehensively the complexity of environmental challenges facing the United States and the world.

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 number and diversity of environmental and energy-related jobs are increasing as political and economic forces call for business practices and technology to become more “green” or environmentally friendly and efficient as summarized below. In 2010, the Illinois Department of Commerce and Economic Opportunity (DCEO) was awarded more than \$100 million of the federal stimulus dollars to promote green initiatives and boost economic recovery in addition to a portion of the 2008 federal investment of \$100 billion for green economic initiatives in the states. A report on “Global Green Jobs” in the 2008, *Foreign Policy Focus* has indicated that nationwide, the emerging green sector can create and retain significant domestic jobs (estimated to be one of four jobs) in areas such as research and development, manufacturing and construction, and maintenance and operations. These investments are expected to create many more jobs related to environmental studies than the 62 degrees awarded in fiscal year 2009 in Illinois by Northeastern Illinois University and by ten not-for-profit Illinois colleges and universities.

DCEO houses the Illinois Energy Office, which administers a “portfolio of programs designed to invest in the development of Illinois’ Green Economy including renewable energy sources, energy efficiency, green buildings, biofuels, and more.” The objective is to develop a comprehensive and innovative program to address the State’s energy needs to speed up the State’s economic recovery and to strengthen Illinois’ position as a leader in sustainable, clean, and renewable energy in the nation. The Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) staff participated in the agency’s planning meetings because ICCB and IBHE are vital contributors to the State’s workforce and economic development effort. To promote its agenda, DCEO has awarded grant funds to many applicants including college campuses.

The Illinois Capital Development Board has promulgated for the State’s new guidelines for energy efficient and environmentally friendly construction projects that will meet strict national “green” building standards, reduce energy usage, and make State buildings a healthy environment for State workers and the surrounding areas. The purpose of this statewide policy is to implement the Illinois Energy Conservation Code to cut pollution, moderate peak energy demand, as well as better assure the reliability of energy supplies and sustainable energy costs.

The Chicago Environmental Network is a group of more than 200 environmental and natural resource organizations in northeastern Illinois whose goals include habitat restoration; wetland, prairie, and watershed projects; energy conservation; wildlife conservation; and recycling. The network is a clearinghouse for volunteer opportunities, and events about green initiatives. It has jobs and internships.

The Illinois Public Agenda for College and Career Success

The B.A. and B.S. in Environmental Studies will address Goals 3 and 4 of *The Public Agenda for College and Career Success*. Goal 3: Increase the number of postsecondary credentials to meet the needs of the economy for a better educated workforce will be met by awarding 30 degrees or more annually.

Goal 4: Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the State will be addressed by the research products of faculty in the program in partnership with students in the program. These will be augmented with student participation in internships in relevant businesses and other organizations. As the program matures, a graduate program in the field may be created to build upon the strengths of this program in order to develop a much stronger research emphasis in the discipline in the future.

Comparable Programs in Illinois

Currently, Northeastern Illinois University and ten independent colleges and universities offer baccalaureate programs in environmental studies. The independent institutions are DePaul University, Illinois Wesleyan University, Judson University, Knox College, Lake Forest College, Northwestern University, Principia College, University of Chicago, and Wheaton College. These institutions are far from Northern Illinois University. This program is needed because it has a much broader disciplinary scope than any of the existing programs. Furthermore, the University's tuition is much lower than the tuitions at the independent institutions and is therefore, more affordable to low income students.

Mission and Objectives

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

The goals and objectives of the B.A. and B.S. in Environmental Studies are to provide students in the program with the opportunity to develop the knowledge and skills in a wide variety of environmental and energy related topics and issues and to prepare them for careers in current and emerging green occupations to address local, regional, State, and global environmental concerns. Students in the program are expected to develop both breadth and depth of knowledge in environmental studies by completing the required core courses and other courses covering many fields such as physical and biological systems, social sciences, humanities, legal, policy, economic perspectives, green technologies, and issues in environmental studies. The mission and goals of this program are supportive and consistent with the mission and priorities of the University.

Specific student learning objectives of the program are to:

- Evaluate the nature and magnitude of environmental and climatic change at the local, regional, and national levels;
- Explore solutions to energy challenges;

- Assess the impact of environmental, climatic, and energy challenges facing society and contribute to the development of public policy that promotes sustainability; and
- Identify the causes, scales, remediation, and mitigation approaches to major local, regional, State, and national environmental problems.

Curriculum and Assessment

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

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

Admission Requirements

To be admitted to the proposed program, a student must meet a number of requirements, including:

- A freshman must rank in the upper half of his or her graduating class or have a grade point average (GPA) of at least 2.75 on a 4.0 scale and must have a composite American College Test (ACT) score of at least 19 or a critical reading and mathematics Scholastic Assessment Test (SAT) of at least 870. Alternatively, the student must rank in the upper two thirds of his or her graduating class and have a minimum GPA of 2.5 out of 4.0 and obtain a minimum composite ACT score of 23 or SAT critical reading and mathematics score of at least 1030. In addition, the student must have completed the University's high school requirements in English, mathematics, science, social studies, and foreign language, art, music, or vocational education.
- A transfer student from a community college must meet the University's transfer requirements.
- An international student must submit his or her test scores in the Test of English as a Foreign Language (TOEFL), and ACT or SAT scores that meet the University's requirements.

Curriculum

The curriculum of the B.A. and B.S. in Environmental Studies consists of a minimum of 120 semester hours of which at least 40 hours are from 300 and 400 level courses and at least 54 hours for the degree are completed at Northern Illinois University. Students who will select the Bachelor of Science option must complete all science and math requirements at the 200 and 300 course levels. The science and mathematics requirements of the program constitute 15 to 16 semester hours. At the same time, general education requirements in the program consist of 29 to 41 semester credit hours. Candidates for the Bachelor of Arts degree must demonstrate competence in a foreign language equivalent to that attained in two years of college instruction. For the Bachelor of Science degree, the student must demonstrate competence in laboratory

science and/or mathematical/computational skills equivalent to that attained in two years of college instruction. Typically, these students are expected to select and complete the three emphases in Biodiversity and Environmental Restoration: Energy Studies, and Water.

Every student in the program must complete a set of six required core courses comprising 18 hours. Five of the courses are at the 300 level and one is at the 400 level. The titles of these courses are: Environmental Science I: Physical Systems; Environmental Science II: Biological Systems; Environmental Science in the Social Sciences and Humanities; Environmental Law, Policy, and Economics; Green Technologies; and Issues in Environmental Studies.

The six emphases offered in the program are: Biodiversity and Environmental Restoration, Energy Studies, Human Experience, Environmental Policy, Non-Government Organization, and Water. Minimum course requirements for the six emphases vary from 30 to 41 hours. An emphasis is selected with the advice of the program advisor or faculty.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in this program will be accomplished using four primary means:

- Examinations based on direct questions developed from core environmental studies courses will be used to determine the extent to which students have achieved selected learning outcomes;
- Papers based on direct rubrics developed and used to assess the level of students' knowledge reflected in the preparation of papers for the core environmental studies courses;
- Projects associated with internships, capstone, and faculty guided research will be developed and used to demonstrate the level of students' knowledge attained from hands-on learning experiences; and
- Pre-and post-exams based on a set of objective and/or essay test items developed and used in the program's core courses to show student attainment of "value added" knowledge and skills in this program.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the B.A. and B.S. in Environmental Studies program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in Northern Illinois University'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 the program, and the level of alumni and employer satisfaction with the program. Also the faculty will use measures such as the percent of graduates employed in occupations closely related to environmental studies. 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 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.

There are sufficient facilities and equipment on campus to support the proposed program. A suite of offices in Montgomery Hall is allocated to the program for the program's Director, faculty, the advisor, and a support specialist. Additional space for graduate assistants will be available at collaborating academic departments. Some classrooms will be available in the College of Liberal Arts and Sciences while others will be assigned by colleges where some courses for the program will be offered. Smart classrooms at the University are equipped with a number of tools to enhance instruction, such as multimedia projectors, networked PC computers, document cameras, Smart Symposium interactive monitors, and cabling for instructor laptop connectivity. Students in the program will be supported by the University's core functions, including the offices for admission, registration, and financial aid, as well as the computing services, the writing center, and other student support services.

Existing laboratories and equipment are sufficient in Departments such as Anthropology, Biological Sciences, Chemistry and Biochemistry, Geology and Environmental Geosciences, Physics, Industrial and Systems Engineering, Mechanical Engineering, and Technology. Any additional needed space or equipment to support this program will be provided by the College or the participating academic units.

Library

The University's libraries consist of the Founders Memorial Library, several branch libraries on campus, and virtual libraries at regional centers. The holdings include over 2.5 million circulating volumes, more than 2 million microforms, and approximately 15,800 current serials. Additionally, the University is a depository of more than 1.3 million federal publications, and it is an active member of a network of 71 academic libraries that share resources.

Many text and online technical and professional journals related to environmental studies are available to support this program including: *American Anthropologist, Climatic Change, Ecology, Environmental Ethics, Environmental Science and Technology, Global Change Biology, Ground Water Monitoring and Remediation, Journal of Biogeography, Journal of Ecology, Nature, Risk Analysis, and Science*. Also, the program will be supported by more than ten textbooks including: *Debating the Earth: The Environmental Political Reader; Environment and Society; Environmental Policy Law: Problems, Cases, Readings; Environmental Law: Policy and Practice; Human Impact on the Natural Environment, and Pollution Science*. Any additional library resources needed for the program will be acquired by one of the campus libraries.

Technology and Instructional Resources

Northern Illinois University uses Blackboard, to which all faculty and students have access to supplement classroom facilities and enhance instruction by permitting faculty to post materials, deliver tests and surveys, hold online discussions, and employ many other course-related functions. Electronic guides and tutorials for teaching with Blackboard are available to faculty, and the Faculty Development and Instructional Design Center provides needed support to faculty members to make effective use of Blackboard and other instructional tools.

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.

Currently, ten faculty members with J.D. and Ph.D. credentials in various relevant academic disciplines are available to support this program on a part-time basis, given the strong interdisciplinary nature of this program. Their specialties include law, anthropology, political science, geology and environmental geosciences, technology, biological sciences, and geography. In addition, it is anticipated that four additional faculty members will be hired within the first four years with joint appointments to support this program. Also, this program will be supported by a Director who is the Director of the Institute for the Study of the Environment, Sustainability, and Energy, and reports to the Dean of the College of Arts and Sciences, a full-time office specialist, an advisor, and two graduate assistants.

Fiscal and Personnel Resources

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

No new State resources are needed to establish this program because the program will be funded by reallocated resources with the University's budgetary units. The budgets of the program are projected to range from \$444,000 in the first year, which includes start-up costs for the program, to \$424,500 in the fourth year. Most of the funds are budgeted for personal services and other personnel costs, and the rest are for supplies, services, and equipment.

Accreditation and Licensure

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

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

At this time, there is no specialized accreditation in environmental studies, and also there is no licensure or certification for graduates of this program. However, related programs at the University have specialized accreditations such as the Accreditation Board for Engineering and Technology (ABET). The University's existing accreditation by the Higher Learning Council (HLC), which covers all degree programs at the University, will cover this program if it is approved.

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 Northern Illinois University's Bachelor of Arts and Bachelor of Science in Environmental Studies, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University policies, will be published on the University's website, www.niu.edu. Comparable information about the program will be published in hard copy in the University's Undergraduate Catalog. Similar information may be available from the College of Liberal Arts and Sciences upon request.

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

Southern Illinois University Carbondale

Projected Program Title: Master of Science in Fire Service and Homeland Security Management in the Chicago, North Suburban, Southwestern, and West Suburban Regions

Projected Enrollments: Southern Illinois University Carbondale has projected enrollments in its Master of Science in Fire Service and Homeland Security Management program to grow from approximately 28 students in the first year to 40 students in the fifth year in the Chicago Region, where the program will first be offered. Also, it has projected that approximately 15 degrees will be awarded to students in the program annually from the second year onwards. Similar enrollment and degree projections are expected in each of the other three regions.

Background

Southern Illinois University Carbondale (the University) requests authority to offer the Master of Science (M.S.) in Fire Service and Homeland Security Management in the Chicago, North Suburban, Southwestern, and West Suburban Regions. The program is designed to prepare its students to acquire the analytic capabilities and problem-solving skills to enable them to be successful in professional careers and to assume leadership in the increasingly complex world of fire service and emergency management. The proposed program will build upon the success of the University's Bachelor of Science in Fire Service Management, which was established 33 years ago. The bachelor's program enrolled 76 students in Fall 2009, and it has graduated 569 students during the past ten years. As planned, the new program is to be offered in the four regions where the bachelor's program is offered, with targeted locations on the campus of Triton College, the University Center of Lake County, and the East St. Louis Higher Education Center. Also, the program articulates with nineteen Illinois community colleges.

The program has been assisted and will be assisted by a well established Advisory Committee (the Committee), consisting of qualified and experienced professionals, including those who serve in technical, management, and education positions in various fields of emergency services from across the United States. The Committee has been instrumental in helping to guide program development and will continue to play an important ongoing role in assuring this program evolves to meet the changing needs of the industry.

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.

Southern Illinois University Carbondale proposes to offer the M.S. in Fire Service and Homeland Security Management to meet documented demand for the degree from multiple local, State, and national sources. The International Association of Fire Chiefs (IAFC), the Illinois Fire Chiefs Association, and the National Fire Academy are recommending that within the next ten to 15 years, all fire chiefs across the country will need to earn at least a Master's degree in Fire Service or related professions. Currently, there are only seven master's programs in the nation, and there are none within the targeted regions.

A needs assessment survey conducted by the University found that 77 respondents would enroll in the program when it is established. Additionally, the Bureau of Labor Statistics has projected an employment growth rate of eight percent in the United States between 2006 and 2018. Employment projections in the occupation for Illinois between 2006 and 2016 are 12.1 percent, which is well above the average for all occupations.

The fire service and closely related industries are and have been upgrading educational requirements for advancement to first line supervision, mid-level, and upper management positions and functional equivalents. Sedgewick Fire District #1 in Kansas is already planning to require a master's degree in similar fields in 2012. It is expected that over 90 percent of students who will enroll in this program will already be employed in the fire service or related emergency service industries.

The Illinois Public Agenda for College and Career Success

The proposed M.S. in Fire Service and Homeland Security Management is designed to address all four goals of *The Illinois Public Agenda for College and Career Success*, particularly Goals 2 and 3. By offering the program at off-campus sites, the program will be more affordable than programs offered on campus, because students in the program will pay less tuition and fees than students enrolled on campus. Also, students may continue to live at home and keep their employment.

Degrees awarded annually to graduates of the program will contribute to meeting the need of Illinois for more high quality degrees of the State's workforce.

Comparable Programs in Illinois

Only two programs currently offered in the State, one by Lewis University and the other by the University of Illinois at Chicago, are somewhat similar to the proposed program. Lewis University's M.S. in Public Safety Administration focuses on public safety as a whole while Southern Illinois University Carbondale's program focuses on fire service and homeland security. The University of Illinois' Post-Baccalaureate Certificate is in Emergency Management and Continuing Planning, and it is tangentially related to the proposed 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 M.S. in Fire Service and Homeland Security Management program is designed to prepare students for administrative and executive positions in fire and emergency management within business and government organizations. Curriculum of the program emphasizes students' ability to comprehend legal, ethical, economic, and political forces as they affect strategic planning, implementation, and decision making within emergency services. The mission and goals of the program are supportive and consistent with the University's mission and priorities.

Curriculum and Assessment

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

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

Admission Requirements

To be admitted to the proposed program, an applicant must meet the requirements of the Graduate School in addition to the program's requirements.

Specific admission requirements for the program include holding a baccalaureate degree or having completed all undergraduate degree requirements from an accredited college or University prior to the beginning of the application process. Preferences will be given to applicants with a Bachelor's degree in Fire Science, Fire Service, Emergency Management, Emergency Medical Services (EMS), or Homeland Security, as well as individuals with other bachelor's degrees and direct experience in fire fighting, EMS, or related activities. Every applicant must submit an essay outlining his or her background in the field and future career goals as a part of the application process.

Objectives of the program are to:

- Meet the workforce needs of business and government for well-trained executive and managerial leadership in fire service and emergency management organizations;
- Create a learning environment in which students attain the critical thinking knowledge and skills necessary to diagnose, analyze, and provide solutions to complex fire service and emergency management situations;
- Develop and expand the fire service and emergency management body of knowledge and discipline;
- Offer a degree program for a specific market niche of non-traditional, place-bound, working professionals giving them the necessary credential for career advancement; and
- Develop a flexible and affordable curriculum delivery format that is conducive to a part-time or full-time working individual's schedule.

Curriculum

The curriculum for the Master of Science in Fire Service and Homeland Security Management consists of non-thesis coursework of 39 semester hours that comprise 13 graduate, 500-level courses, which every student must complete to graduate. The program is designed to take as little as four consecutive semesters for a student to complete it. No more than approximately one half of the total credit hours may be earned at other accredited universities.

The 13 courses required for the program are: Organizational Leadership; Ethics and the Challenge of Leadership; Critical Issues in Homeland Security Management; Executive Leadership in Fire, Homeland Security, and Emergency Management; Dispute Resolution/Mediation/Negotiation in the Fire Service; Public Policy/Ethics in the Fire Service; Legal Administrative Law for Fire, Homeland Security, and Emergency Management; Fiscal/Financial Management in the Fire Service; Public Management of the Fire Service; Emergency Management; Strategic Planning in Fire, Homeland Security, and Emergency Management; Critical Thinking and Decision in Fire, Homeland Security, and Emergency Management; and Practicum Exercise.

Instead of completing a thesis, each student in the program will complete the FSM 512 Practicum Course for three credits. Under the supervision and direction of the faculty, a student will undertake in the final semester, a project involving substantive participation in managing a major simulation, exercise, or drill involving multiple agencies or institutions. The student's responsibilities in the practicum will include planning, designing, developing, conducting, and evaluating the simulation or drill. Additionally, the student will complete and present a full description of the nature, need, and scope of the emergency simulation practicum, as well as a report and analysis of the exercise drawn from post-briefings of the simulation depicting actual needs of a local government or a community entity. The emergency response scenarios will be quite varied, including a natural disaster, a catastrophic accident, or a security emergency.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the program will be accomplished through direct and indirect measures of the students' knowledge and skills, including:

- A comprehensive pre and post test to determine the knowledge and skills gained at the end of the program;
- Tests, examinations, and papers in courses for the program;
- The quality of students' research reports in the Practicum Course;
- Evaluating each student's performance and accomplishments in the Practicum Course, in which the student must demonstrate his or her ability to plan, design, develop, conduct, and evaluate a complex simulation or drill involving multiple agencies or institutions;
- Completing a critical review of the literature in the discipline;
- Demonstrating autonomy in decision making during the Practicum;
- Demonstrating how to recognize and appropriately resolve ethical issues encountered in the fire service such as diversity, confidentiality, and professionalism; and
- Demonstrating knowledge of the principles and content of the discipline, as well as the role of the chief fire officer.

Program Assessment

Consistent with the Illinois Board of Higher Education (IBHE) staff requirements, the University will submit to the IBHE a progress report on the Master of Science in Fire Service and Homeland Security Management at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University'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 the program, the

level of alumni and employer satisfaction with the program, and inclusion of the program in the International Fire Service Accreditation Congress. Also, the faculty will use measures such as the percent of graduates employed in occupations closely related to fire service and homeland security. 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 the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The University already has experience working with the four regions where the program would be offered because the University's Bachelor of Science in Fire Service Management is offered in the four regions. As such, the needed facilities are available to support this program. There is an articulation agreement with one or more community colleges in each region where the program will be offered. If necessary, additional agreements may be made to meet the needs of students in each region.

Four of the courses in the program will be delivered fully online. The other courses will be delivered in a blended format, such that full on-site delivery will occur every other weekend during the term. Between the classroom meetings on weekends, the students and faculty will be engaged in fully web-enabled distance education.

Library

Students enrolled in the M.S. in Fire Service and Homeland Security Management program will have access to relevant and up-to-date information and library resources that will enable them to successfully meet the program's requirements. They will use the University-wide resources available online and through the Morris Library (the Library) system, with holdings of nearly 2.5 million volumes, 30,512 current serials, over 3.6 million microform units, and over 312,000 government documents. The University is a member of the Illinois Association of Research Libraries (the Association) with extensive collection of up-to-date materials for its students, faculty, and staff. The Association consists of 71 academic libraries in the State.

The Library has 25 online full-text journals that will support the program, including: *Air Safety Week*, *Disaster Prevention and Management*, *Fire and Materials*, *Fire Technology*, *Journal of the Society for Radiological Protection*, *Propellants, Explosives, Pyrotechnics*, *National Fire Protection Journal*, and *Safety Management*. Additionally, over 250 relevant book and monograph collections are available in the Library to support the program. Any needed Library resource that is not available, will be acquired by the program or the Library.

Technology and Instructional Resources

Instructional technology is a vital tool in delivering the proposed program because some of the courses will be delivered completely online and the rest will be delivered through a blended format, including distance education.

The Blackboard Learning System will play a vital role in the program, as it will be used: to deliver courses online, for grading, for communication and collaboration to enhance student engagement, provide opportunities for social learning, and as an assessment and survey tool that support multiple teaching and learning styles. Other technology resources will be used to augment the capacity of Blackboard as needed.

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.

Five faculty members with doctoral degrees and one faculty with a master's degree will have primary responsibility for the proposed program. They will be assisted by more than 30 adjunct faculty with a variety of academic backgrounds and experiences in fields such as fire service management, public administration, business management, crisis and disaster management, technical education, organizational communication, safety, and industrial engineering. They will come from the College of Applied Sciences and Arts, School of Information Systems and Technology, College of Education and Human Services, School of Health Safety and Recreation, and the College of Agricultural Sciences' Department of Forestry. These faculty members will be supported by the Program Director, Program Coordinator, an administrative assistant, office systems specialist II, and a computer information specialist. In addition, the Office of Off-Campus Academic Programs maintains a full-time staff person that will provide academic advisement support, financial advisement, and computer support to students.

Fiscal and Personnel Resources

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

No new State resources are needed to establish this program because the program will exist as a cost recovery program supported entirely by tuition of students in the program.

It is estimated that the budget amount will be similar for each of the four regions. Also, it is expected that the program will first be offered in the Chicago Region and that the other three regions will be phased in one by one. This budget summary is for the Chicago Region. Total expenditures are projected to grow from \$204,554 in the first year to \$209,259 in the fourth year. The funds will be used for personal services, supplies, services, and equipment. Total resources for the program are projected to exceed expenditures and to grow from \$204,750 in the first year to \$282,450 in the fourth year.

Accreditation and Licensure

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

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

It is expected that if the program is approved by the IBHE, it will apply to be included in the University's current International Fire Service Accreditation Congress.

Graduates of this program will be prepared for the Fire Officer I to V Certificates, depending on their career goals and experiences.

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 Southern Illinois University Carbondale's Master of Science in Fire Service and Homeland Security Management, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as University and graduate school policies, will be published on the University's website, www.siu.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information may be available from the College of Applied Sciences and Arts upon request.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Northern Illinois University authorization to establish the Bachelor of Arts and Bachelor of Science in Community Leadership and Civic Engagement in the Fox Valley, North Suburban, and West Suburban Regions and the Bachelor of Arts and Bachelor of Science in Environmental Studies in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Master of Science in Fire Service and Homeland Security Management in the Chicago, North Suburban, Southwestern, and West Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

