

**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:

Chicago State University

- Master of Science in Nursing in the Chicago Region

Southern Illinois University Carbondale

- Master of Arts in Art History and Visual Culture in the Southern Region
- Doctor of Philosophy in Criminology and Criminal Justice in the Southern 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.

Chicago State University

Proposed Program Title: Master of Science in Nursing in the Chicago Region

Projected Enrollments: Chicago State University has projected that enrollments in the proposed Master of Science in Nursing will grow from ten students in the first year to 30 students in the fifth year and that approximately five degrees will be awarded in the second year, increasing to 25 degrees in the fifth year.

Background

Chicago State University (the University) requests authority to offer the Master of Science in Nursing (MSN) in the Chicago Region by focusing on the concentrations in community health nursing, nursing administration, and nursing education. The program is designed to contribute significantly by addressing the health and education needs of Illinois, particularly to the Chicagoland area, by enhancing the knowledge of its students to develop analytical skills, broad-based view points, and the ability to link theory to effective professional practice in nursing.

The University currently offers a Bachelor of Science in Nursing (BSN), which was approved by the Illinois Board of Higher Education (IBHE) nearly 40 years ago. In addition, the program was granted a full ten years accreditation by the National League for Nursing Accreditation Commission (NLNAC) in 2005. The University has reported that in the last six years, the average pass rate of graduates of the BSN program on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) was 91 percent, which surpassed the Illinois average of 89 and the national average of 87 percent respectively during the same period. The BSN enrolled 647 students in Fall 2009 and awarded 38 degrees in Fiscal Year 2009. In addition, Chicago State University offers three graduate degree programs and three baccalaureate degree

programs in the health sciences and professions, (*i.e.*, Master's in Occupational Therapy and Public Health and the Doctor of Pharmacy, as well as a Bachelor's in Health Sciences, Community Health, and Health Information Administration). It is expected that the proposed program will build upon the successes of these programs.

The University's proposal has ample documentation of need for the proposed program, including information from the Illinois Department of Public Health, the Illinois Workforce Investment Board, the United States Bureau of Labor Statistics, the National League for Nursing, the American Association of Colleges of Nursing, and the United States Department of Health and Human Services, Resources, and Service Administration. Some of the documentation is summarized in the next section.

The goals and objectives of the Master of Science in Nursing are congruent and supportive of the University's mission and priorities.

Need

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

The Illinois Department of Public Health has determined that University is located in a federally designated health profession shortage area where access to preventive and therapeutic healthcare services is poor; that over 20 percent of the population in the University's service region lives below the poverty level and 48 percent of the population is between the ages of 15 and 44 years; the morbidity data for maternal and child and infectious disease indicators show significant disparities between the general population and ethnic minorities in the University's region; and that the current and projected shortage of nurses in Illinois is a serious problem that must be addressed. In addition, both the Institute of Medicine Report of 2002 and the Sullivan Commission Report of 2008 emphasized the need to increase the proportion of United States ethnic minorities among healthcare professionals and to improve access to health services in underserved communities such as the Roseland, Woodlawn, and Englewood areas served by the University.

In 2009, the Bureau of Labor Statistics (BLS) projected that more than 581,500 registered nurses (RN) will be needed to meet the projected 22 percent growth in occupational demand for the RNs. Also, in 2010 the United States Department of Health and Human Services, Resources, and Service Administration documented that there is an even greater shortage of advanced practice nurses (for example, nurse practitioners, nurse midwives, clinical nurse specialists, and nurse administrators and nurse educators). In 2009, the American Association of Colleges of Nursing (AACN) survey found that 49,948 qualified applicants from baccalaureate and graduate nursing schools were rejected because of an insufficient number of nursing faculty. The AACN's study also found that approximately 71 percent of colleges and universities that responded had nursing faculty shortages. If approved, the University's program would create solutions to this problem because some its graduates would serve as faculty in associate degree nursing programs offered by community colleges and some of them would pursue doctoral degrees and serve as faculty members at four-year nursing programs.

Chicago State University conducted a needs assessment survey of registered nurses about their interest in seeking admission if the proposed program is established. Eighty-eight percent of those contacted responded to the survey and 69 percent of them, most of them African Americans, expressed interest in applying for admission to the program. The respondents were interested in the three specializations in community health nursing, nurse administration, and nursing education that would be offered by the program. These reasons, along with the others summarized above, provide strong indicators of the regional and state need for the proposed program.

The Illinois Public Agenda for College and Career Success

If approved, the MSN program will address Goal 3 of *The Illinois Public Agenda for College and Career Success* by expanding the State's capacity to prepare nurses with Master's degrees in Nursing and increase the number of nurses with master's degrees to meet the growing occupational demand for nurses with graduate degrees. It is expected that graduates of the program will immediately contribute to meeting the State's workforce needs or will pursue doctoral programs.

Comparable Programs in Illinois

Nineteen Master's degree programs in Nursing are currently offered by Illinois colleges and universities, of which five are offered by public universities (Governors State University, Illinois State University, Northern Illinois University, Southern Illinois University Edwardsville and University of Illinois at Chicago), and the rest are offered by independent colleges and universities. As indicated in the section above, Illinois is a long way from meeting the needs for nurses with master's and doctoral degrees.

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 of the proposed Master of Science in Nursing are to educate nurses who will contribute significantly to the health and educational needs of Illinois and the United States, and to enhance the knowledge of graduates of the proposed program by developing their analytical skills, broad-based viewpoints in advanced nursing, and their ability to link nursing theories to effective practice. These goals are compatible with and support the University's mission and priorities.

Upon successful completion of the program, graduates will be prepared to exercise leadership at local, state, and national levels. They will be capable of many accomplishments, including the following:

- Critically examining and synthesizing theories, advanced knowledge, and current research findings for nursing and other healthcare disciplines;
- Demonstrating the capacity to plan, implement, and evaluate health promotion and disease prevention programs;
- Designing and implementing systems that support evidence-based standards of nursing practice in a variety of healthcare settings;

- Integrating research-based problem solving and decision making when designing nursing care modalities; and
- Applying theories of curriculum development, instructional design, and evaluation of educational programs.

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 MSN program, an applicant must meet the following seven requirements: earned a Bachelor of Science in Nursing from a program accredited by a nationally recognized accrediting agency; earned a grade point average (GPA) of 3.0 or higher on a 4.0 scale at the undergraduate level; submitted a proof of license as a registered nurse in the State of Illinois; submitted official transcripts from all postsecondary institutions attended; and submitted a two-page statement summarizing goals and rationale for seeking admission to the program. Additionally, the applicant must have submitted three letters of recommendation from individuals familiar with his or her competence in the practice of nursing and the potential for successful completion of the program and must have successfully completed an interview with the Department of Nursing Admission Committee. Submission of the Graduate Record Examination (GRE) scores is not required for admission because they are not as good a predictor of success in master's programs in nursing compared to other measures such as cumulative GPA, essays, interviews, or nursing certification board scores.

International students must have their academic transcripts evaluated by the University's recognized agencies and must score 600 (paper-based) or 250 (computer-based) or higher on the Test of English as a Foreign Language (TOEFL).

Curriculum

The curriculum for the Master of Science in Nursing has three concentrations: Community Health Nursing, Nursing Administration, and Nursing Education, and it consists of 45 semester credit hours of which 21 hours are from a set of required core courses regardless of the concentration selected. The seven core courses are 500-level graduate courses and they comprise the following: Philosophical and Theoretical Foundations of Nursing Practice; Research Methods; Biostatistics and Computer Applications; Ethics, Policy, Organization, and Financing of Healthcare; Behavioral, Social, and Cultural Aspects of Health Disparities; Nursing Informatics; and Health Promotion and Disease Prevention. In addition to the core course requirements, each student must complete at least two of the four courses designed to support the

Practicum or Thesis option selected by the student. The four courses cover two major topics related to the concentration chosen or two topics related to the thesis for the degree.

For each of the three concentrations in the program, a student must complete at least 15 credits from five graduate level courses. Courses that support the concentration in Community Health Nursing include Epidemiology, Advanced Pathophysiology, Pharmacotherapeutics, and Environmental Health and Safety. Five of the courses, such as Executive Leadership and Administration in Healthcare; Health Economics and Financial Management; Healthcare Information Systems; and Program Design, Planning, and Evaluation are designed to support the concentration in Nursing Administration. The concentration in Nursing Education is supported by five courses including Advanced Pathophysiology, Pharmacotherapeutics, and Curriculum Development and Learning Theories. In addition, at least a three credit elective course must be completed for each concentration.

A student in the MSN program has one of two options to complete, the Practicum Project Option or the Thesis Option in addition to the requirements summarized above. It is indicated that approximately 90 percent of the students in the program will select the Practicum Project Option because, nationwide, the majority of students enrolled in MSN programs select this option. This option is designed to provide students with “real world” experience in a community health, management, or educational setting, and students have the opportunity to apply the skills and knowledge acquired during the practicum and its capstone projects. The practicum spans two semesters and requires a minimum of 500 hours when the two required courses are completed. At the completion of each practicum, a student must be capable of accomplishing the following six outcomes, including integrating public nursing theory, knowledge, and skills in a nursing practice setting; demonstrating leadership, teamwork, communication skills, and creativity in the development of a nursing practice; and completing and submitting a paper summarizing the practicum experience in an area of nursing practice.

The Thesis Option consists of two graduate courses comprising six credits, which includes the Thesis Research and Defense. Other requirements for the thesis consist of the application of a quantitative or qualitative research method to collect and analyze empirical data to answer the research questions; obtaining a thesis advisor and working with the Thesis Committee approved by the Dean of the School of Graduate and Professional Studies; completing and submitting the thesis in compliance with the requirements of the School; and a successful defense of the thesis to the Thesis Committee.

Assessment of Student Learning Outcomes

The primary assessment of student learning outcomes in the MSN program will be accomplished by ensuring that students complete and demonstrate seven to 11 competencies for each of the three concentrations. For the Community Health Nursing concentration, graduates will be able to critically examine and synthesize theories, advanced knowledge, and current research findings from nursing and other healthcare disciplines; demonstrate skills and the capacity to effectively plan, manage, implement, and evaluate health promotion and disease prevention programs; as well as show effective advocacy related to behavioral, social, environmental, and cultural factors that affect health and health related behaviors.

Other means for assessing student learning outcomes in the program consists of the following: tests and examinations in courses in the program, the quality of graduates of the programs' practicum projects and theses completed at the end of the program, how well graduates score on the National Council Licensure Examination for Registered Nurses, the quality of student presentations of outcomes of their theses and practicum project reports, and evaluation reports of each student's 500 hour practicum experiences.

Program Assessment

Consistent with the IBHE staff requirements, Chicago State University will submit to the IBHE a progress report on the Master of Science in Nursing 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, along with 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 rates 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 nursing related occupations, as well as the proportion of graduates admitted to doctoral programs. 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.

In addition to the University's existing facilities, the proposed program will be served by the space occupied by the old bookstore in Douglas Hall and allocated to the College of Health Sciences. This space has been redesigned and refurbished into two "smart" classrooms and three office spaces. One of the classrooms was assigned to the Department of Nursing. Additional space was allocated for the Department in the second floor of Douglas Hall.

The nursing computer and instructional laboratories are scheduled to be upgraded and redesigned to reflect a state-of-the-art facility for the baccalaureate program in nursing and the proposed program.

Library

In 2006, a new and state-of-the-art academic library was opened for the University. Currently, the library has over 4,000 journals in the health and medical sciences which will serve the program's faculty, (CINALH) databases with the world's most comprehensive nursing and allied health research database, and full text for more than 760 journals. The library is a full member of the Consortium of Academic Research Libraries in Illinois. Also, the University is an

affiliate to the National Network of Libraries of Medicine (NMLM) and a member of the Online Computer Library Center. Furthermore, over 30 academic text and electronic journals that will support the three concentrations in the program are already available in the library. They include the following: *American Journal of Epidemiology*, *American Journal of Preventive Medicine*, *American Journal of Public Health*, *Emerging Infectious Diseases*, *Epidemiology*, *Health Policy and Planning*, *Journal of the American Medical Association*, *Journal of Public Health Management and Practice*, *New England Journal of Medicine*, and *Public Health Nursing*.

In addition, \$50,000 was allocated by the Dean of the College of Health Sciences to purchase many books on a number of topics, including nursing education; assessment, evaluation, and testing; nursing theory; curriculum and instruction, leadership, management, and administration; research, technology; healthcare finance, policy and politics; health assessment; and pathophysiology and pharmacotherapeutics.

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.

Chicago State University's Department of Nursing currently has 16 full-time faculty members with nursing credentials, of which nine have doctoral degrees and meet the University's criteria for appointment as graduate faculty members. In addition to the nine graduate faculty members, 12 cognate or adjunct faculty members with doctorates in fields such as public health, HIV/Aids research and policy, occupational therapy, and health information administration are available to support the MSN program. To augment the strengths of the existing graduate nursing faculty, the University has budgeted \$160,000 through internal reallocation for two new Department positions with expertise in community health nursing, leadership, management, and nursing administration. The 2010 salary data from the American Association of Colleges of Nursing indicate that the proposed budget would be adequate for the two new positions.

The 19 doctorates and graduate faculty members who will support the MSN program as a group have extensive experiences in nursing and other related fields, and some of them are very productive researchers. Their notable accomplishments include publications of over 40 books and articles; a Fellow of the American Health Information Management Association; a President of the American Cancer Society, Illinois Division; a recipient of the 2004 Provident Hospital Emma Reynolds Awards for Excellence in Nursing; and each of four of the faculty was awarded between \$1 million to \$3 million in grants and contracts in their areas of expertise.

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 revenue

It is indicated in the proposal that no new state resources are needed to establish the Master of Science in Nursing because the program will be funded by the Department's existing resources as well as \$160,000 from the Dean's internal reallocation to hire two new faculty members. The budget submitted indicates that expenditures for the program will grow from approximately \$789,360 in the first year to \$829,360 in the fourth year of operation. Total resources for the program exceed expenditures and are projected to grow from \$1,098,999 in the first year to \$1,258,999 in 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.

If approved by the IBHE, the Department plans to apply for accreditation of the MSN program by the National League for Nursing Accrediting Commission (NLNAC) which is recognized by the United States Department of Education. NLNAC accredits nursing programs at all degree levels in addition to the Commission on Collegiate Nursing Education, another accrediting agency for nursing programs. The University's BSN is also accredited by the NLNAC.

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 Chicago State University's Master of Science in Nursing, 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.csu.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information about the program may be available from the College of Health Sciences or the School of Graduate and Professional Studies upon request.

Staff Conclusion. The staff concludes that the Master of Science in Nursing program proposed by Chicago State University 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.

Southern Illinois University Carbondale

Proposed Program Title: Master of Arts in Art History and Visual Culture in the Southern Region

Projected Enrollments: Southern Illinois University Carbondale has projected that five students will enroll in the first year of the proposed Master of Arts in Art History and Visual Culture and will grow to 22 students by the fifth year in the program.

Background

Southern Illinois University Carbondale (the University) requests authority to offer and grant the Master of Arts (M.A.) degree in Art History and Visual Culture in the Southern Region. According to the information provided on its website (<http://www.artanddesign.siu.edu/programs/>), the University's School of Art and Design offers two undergraduate degrees: the Bachelor of Fine Arts (BFA) and the Bachelor of Arts (B.A.). The Bachelor of Fine Arts (BFA), a professional degree, includes ten specializations: Art Education; Ceramics; Communication Design; Drawing; Glass; Industrial Design; Metalsmithing; Painting; Printmaking; and Sculpture. For the BA degree program, there is only one major, which is art, with specializations in Art History and General Studio. The graduate program comprises a degree of Masters in Fine Arts (MFA) with specializations in Ceramics; Drawing; Glass; Metals/Blacksmithing; Painting; Printmaking; and Sculpture. In addition, there is an opportunity for graduate students to enroll in the Graduate Certificate in Art History. Coursework in support of a teaching specialty in art for the Master of Science in Education degree is also offered.

It is noted that the development of the art history program at the University has been dramatic in the past decade. Housed in the School of Art and Design, the Art History program benefits from its affiliation with the nationally-ranked MFA program, which enrolled approximately 45 students in Fall 2009. The application notes that there are very few similarly highly-ranked MFA programs that do not also have graduate programs in Art History. Therefore, the M.A. in Art History and Visual Culture will strengthen the overall graduate program in the School of Art and Design and will also enhance its undergraduate instruction. Art and Design currently enrolls some 425 undergraduate majors. Until 1998, the Art History program was understood to exist primarily as a service-unit to the Studio Art program. While this role continues, tenure-track hires since 1998 have brought art history doctorates onto the faculty who produce significant peer-reviewed research in both art and design history, while also being committed teachers and mentors.

The University's School of Art and Design (the School) exposes its students to world class programs. Students enrolled at the School have various international study programs and opportunities. For example, in Ireland, it has an affiliation with the National College of Art and Design, Dublin in Glass; in Scotland, it is affiliated with Hospitalfield House, Arbroath in Art and Design; and in Sweden, it works with Steneby Institution of Craft and Design in Blacksmithing and Design.

Comparable Programs in Illinois

Six schools in Illinois currently offer M.A. programs in Art History. The School of the Art Institute of Chicago offers M.A. degrees in Modern Art, Theory & Criticism and Arts Administration & Policy. This program does not have the chronological or disciplinary breadth that the University's M.A. in Art History and Visual Culture aims for. Both the University of Chicago and the University of Illinois at Urbana-Champaign offer M.A. and Ph.D. degrees in Art History. As is frequently the case with the programs where both graduate degrees are offered, most of the departmental resources go to benefit Ph.D. students. In the proposed program at the University, M.A. students will directly benefit from every resource available in the Department (*i.e.* they will be offered assistantships that would help defray costs of attending school and will receive individual attention and guidance from the faculty members). Both Northern Illinois University (NIU) and Illinois State University (ISU) offer a different model of the Master's degree in Art History. NIU offers an M.A. in Art with a specialization in Art History, while ISU offers an M.A. in Visual Culture. Conversely, the University would offer a degree in Art History and Visual Culture, and, through collaboration with the University Museum, offer practical training in the care, handling and display of artworks, which will prepare students for careers working in museums, historical sites, and the commercial art world. Working with the Visual Resources collection of the School of Art and Design will also teach students digital technologies necessary for delivering art historical/visual cultural information in the 21st century, in the classroom, and beyond. The tandem focuses on both Art History and Visual Culture of the University's proposed program draws on the faculty's strong disciplinary training in art history and also draws on the research interests and expertise of a wider group of University faculty and staff. The University of Illinois at Chicago provides a traditional M.A. in Art History, but emphasizes two areas: the arts of the Americas and the history of architecture and urbanism. The strengths of the University's program would lie in different fields, including early modern and modern art and design.

The proposed program at the University will not directly affect other in-state programs; instead, it will draw those students who are interested in pursuing a comprehensive graduate degree in art history and visual culture, and who are unable to attend the above schools either because of their cost or because of their location. Indirectly, the introduction of a high-quality MA program might encourage more undergraduates in these institutions to major in Art History, knowing that they have a possibility of attending a rigorous and affordable graduate program at 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 program is firmly in alignment with the mission and objectives of the University and of the goals of the School of Art and Design. It will strive "to meet educational, vocational, social, and personal needs of its diverse population of students," assist students to "fully realize their potential," stress "accessibility and regional service," and emphasize "intellectual exploration at an advanced level." In addition, the program will, among other things, satisfy the increasingly high student demand for a graduate degree in Art History and Visual Culture; increase the qualified workforce in areas that increasingly demand employees with advanced degrees; contribute to interdisciplinary collaboration among such University units as

the School of Art and Design and Departments of Anthropology, History, Philosophy, English, and Cinema & Photography; and satisfy the urgent need for qualified teaching assistants for undergraduate courses in Art History.

The Illinois Public Agenda for College and Career Success

It is also in alignment with the goals of the *Illinois Public Agenda for College and Career Success*. The proposed M.A. in Art History and Visual Culture will address the following goals:

Goal 1 - Increase educational attainment to match best-performing states.

According to the profiles showcased in the application, art historians and faculty from other departments who will teach in the program hold academic degrees from top graduate programs known for their rigor. It is assumed that high standards from high quality faculty will be applied to students, thereby preparing them to enter highly competitive workforce areas. Graduates will be able to contribute significantly to the intellectual development of the State through their activities at schools and other educational communities such as museums, libraries, etc. This will heighten educational attainment within the State of Illinois to match or exceed best-performing states.

Goal 2 - Ensure college affordability for students, families, and taxpayers.

As demonstrated in the application, the University provides one of the most affordable in-state tuitions. Compared to other institutions with similar programs, the program could be seen as a bargain. For instance, the University of Chicago and the School of the Art Institute of Chicago charge nearly four times the tuition, and the University is far less expensive than either campus of the University of Illinois. Its tuition is only comparable to those of Illinois State University and Northern Illinois University. Besides, the University has given the assurance that qualified full-time students will receive assistantships that come with tuition waivers. For instance, the University has set in place the plan to grant teaching assistantships to graduate students in order to offset tuition costs, and to attract, therefore, those students from low socio-economic backgrounds who would not otherwise have a chance to complete a graduate degree. In addition to all these benefits, the cost-of-living in Carbondale is lower than average. At the same time, the affordability of the program and the availability of assistantships will ensure that non-traditional students (*e.g.*, first-generation college graduates, recent immigrants, returning students) can go through the program without accruing much debt. Development of online courses and the offering of evening, weekend, and summer courses will enhance accessibility.

Goal 3 - Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.

The University has assured the IBHE that the rigor of the proposed academic program will ensure a high level intellectual quality and accountability among its students, and will, therefore, reflect the mission of the University of serving the community in the most efficient and accountable way. The University has given the assurance that its student body will reflect the diverse population of Illinois. It has promised to recruit not only in Southern Illinois, but also in Chicago and elsewhere in pursuit of the most diverse student body. It counts on the Art History student cohort to help address the University's gender imbalance (currently weighted toward male students) because of the strong presence of female students in the Art History field. For example, according to the National Center for Education Statistics (http://nces.ed.gov/programs/digest/doq/tables/dt09_275.asp, accessed June 11, 2010) in 2007-

2008, the total number of United States Bachelors students in Art History was 3,726, of whom 3,219 were female and 507 male; on the Masters level there were 730, with 606 female and 124 male. The large female presence carries into the professional world. The leading professional organization of academic artists and art historians, the College Art Association, has among its members 4,135 Art/Architectural Historians, of whom 2,874 are female and 1,142 are male. Humanities Indicators' 2007-2008 survey of college/university Art History departments states "about 60 percent of the faculty members in departments that offer degrees in Art History are women, about three-fourths are employed in a full-time position, and 70 percent are either tenured or in a tenure-track position" ("Art History," www.humanitiesindicators.org/resource/survey.aspx). The program is open to international students, some of who may qualify for the waiver of the required Test of English as a Foreign Language (TOEFL) if they possess advanced competencies in the English language.

Goal 4 - Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

The mission of the program aligns with that of the University, and so the University has indicated that the proposed program will strive "to meet educational, vocational, social, and personal needs of its diverse population of students." It will also assist students to "fully realize their potential," stress "accessibility and regional service," and emphasize "intellectual exploration at an advanced level." In addition, the proposed program will satisfy the increasingly high student demand for a graduate degree in art history and visual culture, increase the qualified workforce in areas that increasingly demand employees with advanced degrees, contribute to interdisciplinary collaboration among such University units as the School of Art and Design and Departments of Anthropology, History, Philosophy, English, and Cinema & Photography, and satisfy the urgent need for qualified teaching assistants for undergraduate courses in art history. Currently, graduate assistantships are given to students from outside of the program.

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

Applicants to the program will be evaluated on an individual basis. They must hold a bachelor's degree from an accredited institution (an art history major is preferred but not required.) A grade point average (GPA) of at least 3.0 for at least the last two years of undergraduate study is expected. All applicants must submit scores from the general Graduate Record Examination (GRE) test. Foreign students from non-English language educational systems will be required to take the TOEFL. As part of the application process, candidates must submit a personal statement and three letters of recommendation. The University's graduate school admission requirements are available at: http://www.siu.edu/gradschl/catalog/Degree_Requirements.pdf.

Curriculum

Application documents for the M.A. in Art History and Visual Culture show that its curriculum will provide broad liberal arts training in the historical analysis of art and visual culture. This will in turn prepare students to approach a wide range of visual material with intellectual rigor, historical perspective, and theoretical insight. While allowing students to develop a broad knowledge of the history of art, the program will enable its graduates to become familiar with the discipline's methodology and acquire skills necessary for teaching and curating art history and visual culture. The proposed program will be based on an interdisciplinary curriculum, which will allow students to take courses not only in art history but also in English, history, philosophy, anthropology, and cinema & photography, and other related disciplines. While meeting the Graduate School requirement that at least half of their credits be earned at the 500 level, this plan will require a minimum of new courses to be created.

Students will be required to take 30 credit hours over the course of their study, of which at least 15 must come from the list of core courses, three hours in AD 517 (Methods and Theories of the History of Art and Visual Culture), and at least three and no more than six hours applied to the thesis or exam. Students are required to take at least one course in each of the major areas: methods and theory, pre-1800, post-1800, and design. In the semester before graduation, students will choose either the thesis or the exam option and must pass with a grade of not lower than a B. The master's thesis will be a substantial research paper written independently by the student on a topic chosen in consultation with a member of the faculty. This option is recommended for students who wish to continue on to doctoral studies in art history and visual culture or pursue work in a museum, gallery, or auction house. The exam option is a comprehensive exam that covers a broad range of art historical knowledge. This is recommended for students interested in teaching at the secondary and community college level. Before graduation, students will demonstrate competency in one foreign language (German, a Romance Language, or an approved substitute). Following the research tool requirement of the M.A. Program in History at the University, students may do so by having had four semesters of previous study of a single foreign language as an undergraduate with a B average or better; by passing Foreign Language 488 with a grade of B or better; by passing a translation test administered by the Foreign Language program; or, by passing a reading comprehension and translation test administered by the M.A. program in Art History and Visual Culture.

Assessment of Student Learning Outcomes

The University has developed and implemented a comprehensive assessment program for evaluating student learning outcomes for its M.A. in Art History and Visual Culture degree. First of all, students who receive the M.A. in Art History and Visual Culture will have demonstrated knowledge of a detailed understanding of major developments, figures, and ideas in the history of art and visual culture; an ability to write and speak critically and persuasively about the history of art and visual culture; familiarity with the primary methods and theories used by art historians and cultural theorists; and competency in German or a Romance Language (or an approved substitute). To measure the attainment of the above learning objectives, the program has put in place various mechanisms of measurement, including formal and informal responses from faculty on the student's written work and performance in class; completion with a grade of not less than a B of AD 595: Master's Thesis in Art History or AD 596: Qualifying Exam in Art History; and fulfilling the foreign language requirement.

Program Assessment

The program will be assessed through the School of Art and Design's ten-year re-accreditation process as well as the IBHE's eight-year program review process and a progress report in the third year of operation. These review processes will include multiple performance measures including: (a) an annual assessment of student progress in the program, resulting in a letter to each student detailing areas of achievement and suggestions for improvement; (b) a required master's thesis or comprehensive exam near the end of the program; the National Association for Schools of Art and Design (NASAD) reaccreditation self-study including feedback from key stakeholders, which shall include stakeholders in the MA program in Art History and Visual Culture; and the NASAD self-study and re-accreditation report issued by NASAD external reviewers provides a formal feedback/improvement mechanism. In the past, the results of the external review have resulted in specific changes to curriculum, resources, and instruction.

The University plans to assess and improve the MA Program in Art History and Visual Culture through an annual assessment by the faculty of student progress in the program, including measures of performance and pass rates of courses and language exams; retention and timely completion of the program; and student activity in the field including attendance at conferences, publication of papers, leadership in student organizations, and other contributions to the field. In addition, the University intends to assess and improve the success of graduates through an annual assessment of the program by the faculty, including measures of career advancement achieved by graduates of the program; percentage of graduates employed in the field; percentage of graduates who go on to attain Ph.D. degrees in the field; and formal and informal feedback from graduates, employers, and colleagues in the field. The program has given the assurance that it plans to keep records of all assessment and review those records periodically for NASAD re-accreditation, along with the third-year and IBHE eight-year reviews.

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

Library resources for the program, including textbooks, text and electronic journals, and instructional materials will readily be available through the University collections. The existing facilities and resources of the School of Art and Design and the University can accommodate the proposed M.A. program with no reallocation or additional resources needed to develop and maintain an excellent program. The Slide Library in the School of Art and Design houses a comprehensive teaching collection of slides and a growing collection of digital images. The Slide Library is run by a full-time Visual Resources Curator who oversees the slide and digital collections, as well as classroom and audiovisual equipment.

The University's Morris Library (the Library) holds over 2.4 million print volumes, 3.1 million microform units, and over 12,500 current periodicals and serials. Users have access to a wide range of databases and other electronic data files. In 2008, the Library began a subscription to ArtStor, a major database of high-quality digital images for use in teaching and student and faculty research. The Library also subscribes to Saskia, another database for digital images. In addition to electronic databases that serve a wide range of disciplines, the Library subscribes to Art Abstracts, Avery Index to Architectural Periodicals, Bibliography of the History of Art, Design and Applied Arts Index, Film and Television Literature Index, and Oxford Art Online. The Library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), the Greater Western Library Alliance (GWLA), and has been ranked among the top libraries in the Association of Research Libraries (ARL) for several years.

The Art History program currently uses three classrooms in the Allyn Building on the University's campus for classes ranging in size from six to 40 students. The largest, Allyn 112, was fully remodeled in Fall 2008 with a high-powered digital projector capable of projecting side-by-side high-resolution images and an accompanying "smart" podium, as well as carpeting, wall tiles, and new speakers for improved acoustics. A second, smaller classroom, Allyn 003, is capable of single-screen digital projection, dual slide projection, and audio video presentation. Teaching assistants in the M.A. program would use both of these classrooms for discussion sections and for their own 400 and 500-level courses. A third classroom, Allyn 006, is a small seminar room used for small undergraduate and graduate seminars, exams, and meetings. Each of these classrooms has wireless Internet access. Lecture auditoriums in Lawson, Parkinson, and Wham serve the large lecture courses, some of which M.A. students will act as teaching assistants.

Technology and Instructional Resources

Students are able to access the resources of Morris Library (Carbondale Campus) electronically. One large lecture auditorium, Lawson 161, is equipped with dual digital projection for large-scale projection of side-by-side images, the most common method of displaying images in art history courses. In the Communications Building are four classrooms that are each equipped with digital projection and “smart” podiums appropriate for visually-based courses.

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 Master of Arts in Art History and Visual Culture program. The University has given assurance that it will put in place faculty and staff that are appropriately prepared and credentialed to serve the proposed program by using only those faculty approved by the Department based on their requirements for hiring, promotion, and tenure decisions. In its present form, the program is staffed by three highly accomplished, full-time, tenured, or tenure-track Ph.D. faculty members. Also, a full-time term faculty member (a 2001 graduate of the program who completed a Ph.D. from Indiana University in 2011) has been hired for 2011-2012. The program also employs two part-time faculty, each holding a Master of Arts in Art History who also teach 400-level courses.

Fiscal and Personnel Resources

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

No new state resources are requested to establish the M.A. in Art History and Visual Culture program. The program will be funded by tuition and fees and reallocated resources. It also received a large donation of \$780,000 which would help defray program costs. Any additional funding needs will be met by internal reallocation of University funds.

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.

The School of Art and Design has indicated its plan to petition the NASAD for programmatic accreditation. The University as a whole is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Graduates of the program are not required to hold any license.

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 University's application has amply demonstrated that the need for this program is real. First is its strategic location in the State. The program will be of tremendous benefit to the demographic of the southern part of the State. The seven schools in the State of Illinois that offer M.A. programs in Art History (University of Chicago, University of Illinois at Urbana-Champaign, School of the Art Institute of Chicago, Northern Illinois University, University of Illinois at Chicago, and Illinois State University) are located in the northern part of the State. Three schools (University of Chicago, University of Illinois at Chicago and School of the Art Institute of Chicago) are located in Chicago. Northern Illinois University, Illinois State University, and University of Illinois at Urbana-Champaign also serve a largely northern (and to some degree central) demographic. Only one other school in Illinois, Illinois State University, offers an interdisciplinary focus in visual culture. There is not a single M.A. program in Art History or Visual Culture that serves the southern half of Illinois. Second, it would meet the regional need. The program would benefit those who live in the general region, including southeastern Missouri and western Kentucky. In southeastern Missouri, Washington University in St. Louis is the only University that offers an M.A. in Art History (two other programs, in Kansas City and Columbia, are located in the western and central parts of the State), and the program is very expensive (see below). In Kentucky, only two Universities (in Lexington and Louisville) offer an MA in art history, and neither one is located in the western part of the State. In other words, the University would be one of only two programs in the region to offer an M.A. in Art History; in light of the alternate tuition program, whereby students from border states receive in-state tuition, this point is especially relevant. Finally, the factor of affordability makes the need for this program even more real. A brief comparison with other schools in Illinois and with Washington University in St. Louis demonstrates that the University would be one of the most affordable Universities to offer an M.A. degree in Art History.

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's M.A. in Art History and Visual Culture, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and Graduate School policies, will be published on the University's website, www.siuc.edu. Comparable information about the program will be published in hardcopy in the University's Graduate Catalog. Similar information may be available from the School of Art.

Staff Conclusion. The staff concludes that the Master of Arts in Art History and Visual Culture program proposed by Southern Illinois University Carbondale 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 Criminology and Criminal Justice in the Southern Region

Projected Enrollments: Southern Illinois University Carbondale has projected that enrollments in the proposed program will grow from approximately five students in the first year to 24 students in the fifth year. It is expected that approximately two degrees will be awarded by the program in the third year and five degrees will be awarded annually in the fifth year and beyond.

Background

Southern Illinois University Carbondale (the University) requests authority to offer the Doctor of Philosophy (Ph.D.) in Criminology and Criminal Justice in the Southern Region. The program is designed to provide its students with a coherent and intellectually challenging research degree that prepares them for academic appointments as college/university professors or administrative appointments with oversight of research and development within criminal justice agencies. As conceived, the program is to emphasize rigorous coursework in theory and quantitative and qualitative research methodologies for the study of crime, criminals, and criminal justice. Criminology is the scientific study of crime, criminals, and society's reaction to both and as such, there is a strong focus on theory and research about the root causes of crime and most effective ways to reduce offending. Criminal justice, on the other hand, is the identifying elements of criminology which relates both public and private efforts to prevent and respond to crime in systematic ways.

The Ph.D. in Criminology and Criminal Justice program will build upon the University's existing Baccalaureate and Master's degrees in Administration of Justice, which enrolled 378 and 29 students respectively in Fall 2009. While there are currently ten master degree programs offered in Illinois in fields related to criminology, criminal justice, corrections, and justice administration, only one doctoral program in this broad area is currently offered by the University of Illinois at Chicago. As summarized below, there is a significant occupational demand for graduates of this program. The Illinois Department of Employment Security (IDES) projections indicate, for example, that 563 faculty members were employed in 2006 in the field, and it is projected that the need for faculty will increase to 656 by 2016.

The mission of the proposed program is congruent and supportive of the University's mission and priorities.

Need

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

SIUC proposes to offer the Ph.D. in Criminology and Criminal Justice for several reasons, including three primary justifications based on need for the program in Illinois and the US. There is pressing need for college-level instructors among the large and growing number of universities and colleges offering associate, baccalaureate, and master's programs in the discipline. Validation of the need was made at the 2006 summit meeting of the Association of Doctoral Programs in Criminology & Criminal Justice. The need was documented at the Employment Exchanges at the American Society of Criminology annual meeting in the same year in which there were approximately 190 jobs for only 30 applicants. A similar number of jobs per applicants were provided at the Employment Exchange at the Academy of Criminal Justice Sciences conference.

The initial proposal of the program was supported by external reviewers of the proposal who stated that nationwide, student and occupational demand for doctorates in the discipline is not being met because in most years, there have been more employment openings than the number of new graduates with Ph.D.s in the field. For example, in academic year 2009, more than 200 colleges, universities, and agencies posted job openings in the American Society of Criminology communiqué. Additionally, while only 36 doctoral degrees in criminology and criminal justice programs were awarded during the past five years in Illinois, Missouri, Indiana, and Kentucky, at the same time, 8,052 baccalaureate degrees were awarded in Illinois. When the Illinois total is added to the totals for Missouri, Indiana, and Kentucky, 14,837 bachelor's degrees were conferred in the discipline in the five years.

The projections of the IDES indicate that there are 563 faculty employed in Illinois and that the number is expected to increase to 656 by 2016. These projections do not include the need for doctorally prepared professionals to serve the State's agencies in law enforcement, probation departments, circuit court clerk offices, and correctional facilities.

The Illinois Public Agenda for College and Career Success

The Ph.D. in Criminology and Criminal Justice program will address Goals 1, 3, and 4 of the *Illinois Public Agenda for College and Career Success* by: a) providing educational opportunities to adults who are already employed in rural southern Illinois and who cannot be served by the only doctoral program located in Chicago; b) increasing the number of high quality graduates in the discipline and addressing some of the documented need for those with doctoral degrees in the field; and c) engaging in valued research and public service productivity that will enhance the economic vitality of the region and the State.

Comparable Programs in Illinois

Only one doctoral program in the discipline is offered in Illinois (by the University of Illinois at Chicago) in northern Illinois. If approved, the University's program will serve the southern part of the State. The Ph.D. in Criminology, Law, and Justice program at the University of Illinois at Chicago enrolled 32 students in Fall 2009. Two other doctoral programs in the discipline are currently offered in the Midwest by Indiana University and the University of Missouri in St. Louis. Nationally, there are 37 doctoral programs in fields related to criminology and criminal justice. As summarized above, there continues to be significant unmet occupational need for doctorates in criminology and criminal justice and related fields of study.

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 Ph.D. in Criminology and Criminal Justice is an interdisciplinary, research focused degree designed to emphasize a rigorous education in theory, methodology, and substantial content knowledge on crime, criminals, and society's responses to these phenomena. It is expected that graduates of the program will be competent to teach and conduct research at the undergraduate and graduate levels in substantive areas in criminology and criminal justice based on the specializations offered. In addition, graduates will be well prepared for positions in research or administration in criminal agencies, public policy institutes, and the private sector. Specific objectives of the program include:

- Students understanding and applying effectively the role of theory in guiding research and data –informed findings in developing theoretical perspectives;
- Students understanding and communicating vital elements of the schools of criminology thought, classic and contemporary theoretical perspectives, and the current status of research information on the theories;
- Students developing and executing research projects and applying appropriate quantitative and qualitative methodological techniques to subject matter; and
- Graduates obtaining employment at colleges and universities to teach and conduct interdisciplinary research in the discipline or securing high level positions in large criminal justice agencies to conduct research and administer effective policies.

The goals and objectives of the program are congruent and support the mission and priorities of the Department of Criminology and Criminal Justice, the College of Liberal Arts, and the University.

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

A student may be admitted to the Doctor of Philosophy in Criminology and Criminal Justice after earning a baccalaureate degree or a master's degree from a program accredited by an agency recognized by the United States Department of Education. Undergraduates must have at least a 3.0 out of a 4.0 grade point average (GPA) in criminology and criminal justice or a related field and must have at least a passing grade in a statistics course. Applicants with master's degrees in appropriate disciplines must obtain a combined verbal and quantitative Graduate Record Examination (GRE) score of at least 1200. Alternatively, a student may be admitted conditionally for one semester but must fulfill all pre-requisites prior to full admission to the program.

Curriculum

The curriculum for the Ph.D. in Criminology and Criminal Justice program consists of 83 semester hours for students admitted after earning baccalaureate degrees. It consists of 12 hours of substantive foundation or core courses in the discipline, 12 hours of research tools, 35 hours of guided electives depending of the student's area of specialization, and 24 hours for the dissertation. The core component of the curriculum consists of 500-level courses such as Foundations of Criminal Justice, Criminology Theory, Nature of Crime, Law and Social Control, or Criminal Justice Policy Analysis & Implementation. Courses to support the Research Design and Methods include Research in Criminology and Criminal Justice, Advanced Quantitative Analysis, Quantitative Methods: Application of Linear Models, Qualitative Criminology, and Experimental Design & Analysis. The interdisciplinary nature of the proposed program permits students to complete with the consent of the academic advisors the research courses offered by a number of academic departments at the University.

The guided elective component of the curriculum comprises 35 semester hours that students will complete in consultation with their academic advisors and the committee to meet their career interest. A student may complete up to nine directed study credits of individualized instruction with a specific faculty member in a specific content area. The courses may be offered in criminology and criminal justice areas or in others such as Ethics, Program Analysis and Evaluation, Psychological Measurement, Seminar in Complex Organizations, Seminar in Social Stratification, Deviance and Social Control, and Social Movements & Collective Action.

The dissertation is the culmination of the degree requirements for which a student completes at least 24 semester hours. Prior to beginning the dissertation process, the student must successfully complete the Qualifying Examination or Preliminary Examination administered after the core courses are completed consistent with the policies of the Graduate School for dissertations. Requirements for the dissertation include an approved dissertation topic and summary, formation of the Dissertation Committee and selection of the Chair, summary of vital literature in the field and research topic, data collection and analysis, completion of an original dissertation, and successful oral defense of the dissertation. These requirements and others should be in compliance with the policies of the Graduate School.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the Ph.D. in Criminology and Criminal Justice program will be accomplished in a variety of ways to ensure that the student learning objectives of the program are met. Examples include tests and examinations in courses for the program, brown bag presentations of student research, student presentations at professional meetings and conferences, student participation in faculty research projects, and published papers with or without faculty members. Other mechanisms include student performance on the qualifying examinations, as well as assessment of the quality of the dissertations prepared by students in the program and the ability of candidates for the degree to orally defend their dissertations. Additionally, the Graduate Program Director will participate in the Committee of Graduate Programs Directors of the American Society of Criminology, which is foremost among the professional criminology and criminal justice associations. The Committee periodically compares graduate programs, encourages cooperation in recruiting, (including dates for admission decisions), and it will be a forum in which the caliber of the doctoral program will be judged.

Program Assessment

Consistent with the Illinois Board of Higher Education (IBHE) staff requirements, Southern Illinois University Carbondale will submit to the IBHE a progress report on the Ph.D. in Criminology and Criminal Justice 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 and 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, such as including evaluation of faculty teaching in the program by students, the level of faculty research, scholarship, publications 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 the number and quality of publications of graduates of the program, job placement in the discipline and related occupations, as well as periodic assessment of the program by external evaluators from highly established doctoral program faculty at peer institutions. 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 Department of Criminology and Criminal Justice (the Department) is located within a suite of offices on the fourth floor of Faner Hall. The Department uses a variety of facilities on the campus such as classrooms to meet the needs of the programs it offers. In addition, the Department has a computer lab with a lot of software for qualitative and quantitative research and other equipment. Its high-tech conference room is suitable for graduate seminars and other presentations. Other instructional technology that currently supports the Department's programs and other programs in the College of Liberal Arts and Science will be available to this program. At this time, there is no need for additional facility to support the proposed program.

Library

Morris Library (the Library) has approximately 2.6 million volume holdings which are ample to support the programs offered by the University as well as the proposed program. It has more than 5,000 relevant books in fields related to criminology and criminal justice. In addition to regular funding to maintain the collection, the Department of Criminology and Criminal Justice has an endowment which generates at least \$5,000 each year that is used to purchase library materials to meet its programmatic needs. All first tier academic journals in the discipline, such as *Criminology*, *Justice Quarterly*, and *Crime and Delinquency* are subscribed to either physically or electronically. A large variety of specialty journals and second tier journals relevant to the discipline are also available to support this program and the other programs. The Library is a member of I-Share, and as a result, any article or book that is not available in the Library can be obtained through the State's inter-library system. In addition, all major general databases, for example, the *Journal Storage* (JSTOR), *LexisNexis*, and a discipline specific database such as the National Criminal Justice Reference Service are accessible via the Library.

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 the Department of Criminology and Criminal Justice has 14 tenure and tenure-track faculty members comprising 12.85 full-time equivalency (FTE) and four adjunct faculty members, as well as three support staff and one student worker. Eight of the faculty members were hired with the expectation that they would teach in the proposed doctoral program. To augment the existing faculty strengths, the Dean of the College of Liberal Arts has approved two additional faculty hires to replace one retired faculty and another one who left the Department.

Since 2005, the faculty as a group has generated over \$908,404 in external funding to support research in addition to funds to support other activities such as public service. The external funds were obtained from sources such as the National Institute of Justice, Bureau of Justice Assistance, the National Science Foundation, the Office of Juvenile Justice & Delinquency Prevention, and the Illinois Criminal Justice Information Authority.

The faculty is active in leadership positions in academic and professional organizations, including one who served on many committees of the American Society of Criminology and the Academy of Criminal Justice Sciences; one who is a founding member of the National Institute of Justice (NIJ) Crime Mapping initiative and has been the President of the Midwestern Criminal Justice Association; one who is a Fellow of the Canadian Psychological Association; one who is a Chair of the Corrections Committee of the prestigious American Psychology & Law Society and a member of the Steering Committee of the North American Correctional & Criminal Justice Psychology conference; and another who was a recipient of the Critical Criminologist of the Year Award given by the American Society of Criminology in 2008, as well as a recipient of the Commitment & Service Award of the Society of Police Futurists International.

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 the Ph.D. in Criminology and Criminal Justice program at the University. Most of the resources to support this program and the existing baccalaureate and master's programs in the Department were built up over time in anticipation of preparation to launch this program. It is indicated in the proposal that resources to support the proposed program are projected to grow from approximately \$1,494,375 in the first year to \$1,658,078 in the fourth year. These funds include projected internal reallocations of \$12,996 in the first year and \$38,988 in the fourth year. Only a small amount, under \$40,000 per year, of the total budgets is for other personnel costs, as well as supplies, services, and new equipment for the program.

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.

There is currently no specialized accreditation for degree programs in criminology and criminal justice. Southern Illinois University Carbondale's current accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools covers all programs offered by the University, including newly approved programs.

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 Doctor of Philosophy in Criminology and Criminal Justice, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as the University and the Graduate School policies, will be published on the University's website, www.siuc.edu. Similar information may be available from the College of Liberal Arts and Sciences or the Graduate School upon request.

Staff Conclusion. The staff concludes that the Doctor of Philosophy in Criminology and Criminal Justice program proposed by Southern Illinois University Carbondale 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Chicago State University authorization to establish the Master of Science in Nursing 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 Southern Illinois University Carbondale authorization to establish the Master of Arts in Art History and Visual Culture in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Doctor of Philosophy in Criminology and Criminal Justice in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.