

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

**Submitted for:** Action.

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

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

Governors State University

- Doctorate of Education in Interdisciplinary Leadership in the South Metro Region

University of Illinois at Springfield

- Bachelor of Arts in Environmental Studies in the Central Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Governors State University**

**Proposed Program Title:** Doctorate of Education in Interdisciplinary Leadership in the South Metro Region

*Projected Enrollments and Degrees:* Governors State University has projected that enrollment in the proposed program will grow from approximately 30 students in the first year leveling off to approximately 75 students by the third year. The University has projected that approximately 20 degrees will be conferred per year after the third year starting with the completion of the first cohort of students.

**Background**

Governors State University (the University) requests authority to offer a Doctorate in Interdisciplinary Leadership in the South Metro Higher Education Region. The proposed program will be delivered as an online/hybrid program based on a practitioner-scholar model with an emphasis on a core set of leadership principles and four concentrations. The program utilizes an applied action research-oriented model with a specific emphasis on addressing real-world problems and issues. The interdisciplinary nature of the degree brings students together from several different disciplines and professions (education, not-for-profit, and public safety) to complete a common core of courses covering leadership theory, research, budgeting and finance, strategic planning, community collaboration, and globalization.

The program is an innovative approach designed to offer students from a variety of professional settings and opportunity to gain advanced analytic and research skills that can be applied in their professions and communities. The program is modeled on an approach taken to practitioner doctoral degrees at Harvard and Vanderbilt. Frank W. Mayborn, Chair of Education

and Associate Dean for special projects at Vanderbilt, served as a consultant in the development of the program. The intermingling of students with diverse backgrounds, professional affiliations, and aspirations will provide an enriching and dynamic educational experience that is not often realized in more traditional programs in education and leadership. A significant strength of the program is its experiential component, through which all graduates will have opportunities to integrate theory and practice from different disciplines. There is also a direct focus on sustainability of innovative practices and global competencies. Graduates with a doctoral degree in Interdisciplinary Leadership at GSU will provide leadership and expert service throughout the GSU region and beyond, in school, family, community, organizational and cultural contexts. The Doctorate in Interdisciplinary Leadership emphasizes the leadership and advocacy duties of educators, counselors, business leaders and entrepreneurs, social service providers, and public servants. Advocating for diverse groups must be accomplished at the personal, community, professional, and societal levels. Students are encouraged to advocate at each of these levels.

Governors State University currently offers six degree programs at the master's level and one doctoral degree in education with over 560 enrollments in the Fall 2010. The University has master's programs in Business Administration and Public Administration with over 100 enrollments between the two in Fall 2010. The proposed program will build upon the successes of some of these degrees and will contribute to successes of other programs offered by the University.

The goals and objectives of this program are consistent and supportive of the University's mission to offer "an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship."

## **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 Public Agenda for College and Career Success***

Illinois has had, and continues to face a problem of declining prosperity of its residents as documented in *The Illinois Public Agenda for Colleges and Career Success*. Governors State University's proposed Doctorate in Interdisciplinary Leadership will address all four goals of *The Illinois Public Agenda*. Goal 1, *Increase educational attainment to match best-performing states*, is addressed. The Interdisciplinary Leadership doctoral program will offer an opportunity for adults in three sectors – education, non-profit management and entrepreneurship, and public safety – to reenter the educational arena and complete a doctoral program. There are few options in Illinois public universities for completion of an interdisciplinary doctorate in leadership. Since GSU's region reaches below Cook County into Will and Kankakee Counties, GSU will offer the interdisciplinary leadership program to individuals in suburban and rural regions of the state who have not ever had access to such a doctoral program in a public university. In addition, GSU will enhance educational attainment since a substantial portion of this doctorate program will be offered in hybrid and online formats. The proposed program adds an opportunity for acquiring a terminal degree to many students who might not otherwise have such access. Recent statistics

(end of academic year 2010-11) demonstrate the following regarding the diversity of the Governors State University student population: 69 percent female, 46 percent minority subtotal, including 36 percent African American, 8 percent Latino/a, and 2.5 percent other/mixed race. Statistics available from the Southland Chamber of Commerce reveal the following about the range of African American and Hispanic populations in the communities in the core of Governors State University's region: the percentage of African American residents ranges from 1 percent to 79 percent, the percentage of Latinos/as ranges from 3 percent to 26 percent. The diverse student body at Governors State University, and the diverse population in the south suburbs of Chicago insure that this Interdisciplinary Leadership doctorate program will be available to a more diverse pool of potential students, including those with disabilities, compared to almost any other university in Illinois. This program will target mid-to upper-level managers and leaders in a variety of organizations, public and private, such as school principals and superintendents, not-for-profit managers, and public safety agency managers, supervisors, and executives. Thus, the average age for students in this program is likely to be slightly above the average age for graduate doctoral students at GSU (36.7, based on Fall 2011 data). Thus, graduates of the GSU Ed.D. in Interdisciplinary Leadership will contribute to the base of minority leaders in educational, not-for-profit and public safety venues. Many outstanding minority and disabled students are denied doctoral-level opportunities because of lack of mobility, accessibility and resources. This program will provide them with opportunities to advance and serve their communities.

Goal 2, *Ensure college affordability for students, families, and taxpayers*, will be addressed through a concerted effort to remain one of the most affordable public universities in the state as the University has currently the lowest tuition in the sector. The program will help Illinois achieve Goal 2 to ensure college affordability. GSU will establish the tuition rate for this doctorate program at \$350 per credit hour, which is 5 percent higher than the lowest tuition for similar programs at public universities in Illinois, and 140 percent lower than the most expensive tuition at a private university in Illinois.

Goal 3, *Increase the number of high-quality post-secondary credentials*, will be addressed through the proposed program. The interdisciplinary nature of the program ensures that program graduates will possess a range of skills and perspectives (covering elementary and post-secondary education, not-for-profit entrepreneurship, and public safety) not attainable in other leadership doctorate programs; this increases the likelihood that program graduates will become engaged in a variety of community, economic, and system reform initiatives. This program will produce graduates with skills that meet critical shortages in the region, such as: leadership, research and utilization of evidence to guide decision making, budgeting and finance, fundraising, utilization of social media for social marketing, environmental sustainability, and globalization.

Goal 4, *Integration of Educational, Research, and Innovation Assets* is addressed. Program graduates will be well positioned to engage in economic development in the region through the development of small business enterprises, and through participation in grant writing, fundraising, and other entrepreneurial activities. In addition, participants in the other concentrations (education and public safety) will learn about the value of entrepreneurial activities through the interdisciplinary nature of the program, thus increasing the likelihood that they will engage in revenue generating activities as a result of their education

### **Comparable Programs in Illinois**

Currently, there are several doctoral level programs in educational leadership, but there are no programs that take the unique interdisciplinary approach to the preparation of leaders in

the four identified concentrations that this new program represents. The broad entry and interdisciplinary nature of the program allows the University to offer a program that accommodates the needs of students from a variety of professional backgrounds and equip them with strong research and analytic skills that can be applied in several professional fields. This unique doctoral program, which will serve the immediate five-county area, will provide a reliable source of much needed leadership because many of the students will remain in the area after completion of the doctoral degree. GSU has a diverse student body, which lends both credibility and sensitivity to addressing the needs of minority groups. The diverse student population attending the doctoral program will bring a breadth and depth of understanding of the needs of their respective communities. They have attended the public schools and worked with many of the community institutions that are currently struggling to find appropriate experts and leaders to fill their job vacancies. Unlike many universities that struggle to recruit women and minority students, GSU works from an applicant pool that already has a significant number of such students who are competent, eager, and willing to receive doctoral training. This points directly to the socio-political and economic situation in Governors State University's region that the proposed Doctorate in Interdisciplinary Leadership will directly, and positively, impact. This program's focus on an overarching leadership core, with special concentrations in education, not-for-profit organizations, and public safety, will prepare motivated master's level students and community leaders in the University's region to assume, purposefully, leadership, and change agent roles in the institutions (education, community, not-for-profit, justice) in the community.

### **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 Doctorate in Interdisciplinary Leadership is designed as an online/hybrid program based on a practitioner-scholar model with an emphasis on a core set of leadership principles and four concentrations. This program employs a primarily applied action research-oriented model with an emphasis on practical problems and issues. The purpose of an inter-disciplinary doctoral degree is to produce advanced leaders for the fields of education, not-for-profit, and public safety. A significant strength of the program is its experiential component, through which all graduates will have opportunities to integrate theory and practice. Graduates with a doctoral degree in Interdisciplinary Leadership at GSU will be highly knowledgeable, skilled, dedicated, and ethical professionals, leaders, and practitioners. Our doctoral graduates will provide leadership and expert service throughout the GSU region, and beyond, in school, family, community, and cultural contexts that will advance the efficacy and accountability of counseling, not-for-profit organizations, and a broad array of social services.

The Doctorate in Interdisciplinary Leadership will provide advanced graduate-level instruction and experiences in all of the following content areas:

1. theories pertaining to the principles and practices of leadership, fiscal responsibility, and environmental sustainability;
2. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training;
3. design and implementation of quantitative and qualitative research design and methodology, including univariate, multivariate, longitudinal, and single-subject design;
4. models and methods of assessment and use of data;
5. ethical and legal considerations in leadership, and

6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in leadership at all levels.

### **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**

Prospective students must hold a master's degree from a regionally accredited institution and a minimum cumulative GPA of 3.0. The superintendent concentration will require a master's degree in educational administration. The other concentrations are open to master's degrees in education, business, health services, liberal arts, or sciences. Applicants must attain the following minimum scores on the Graduate Record Exam taken within the past five years of intended admission: a combined GRE verbal and quantitative score of 1000 points or its equivalent on the revised Graduate Record Examination and a 4.0 on the analytical writing section. Applicants to the Interdisciplinary Leadership Doctorate Program who do not meet the combined GRE score criterion (1,000), or who have not taken the GRE within the five years prior to application for admission, may take the Miller Analogy Test (MAT) instead, and must attain a score of 400 or better on the MAT. Applicants must submit three letters of recommendation. At least one must be from a faculty member familiar with the applicant. The other letters may be from other faculty members (preferred) or other professionals. Applicants must interview with the faculty admissions committee.

### **Curriculum**

Students are expected to attain advanced level competence in leadership, research, and advocacy. The program is designed to be completed in three years or less, assuming approximately 20 credit hours per year. The doctoral program consists of 60 semester hours and requires passing of doctoral written and oral qualifying examinations, and completion of a capstone project. The capstone project was modeled after the capstone experience for the Ed.D.in Educational Leadership at Vanderbilt University. Dr. Joseph Murphy, Frank W. Mayborn Chair of Education and Associate Dean for special projects, served as a consultant as we worked through the structure and criteria for the capstone project. Examples of capstone projects include substantial, theory-driven quantitative and/or qualitative research projects, in-depth case studies, sophisticated program evaluations (involving experimental or quasi-experimental research designs), real-life problem-solving projects, or an extensive critical literature review and synthesis or meta-analysis. Each capstone project must be grounded in the theories and practices studied in the Interdisciplinary Leadership program, will involve multiple components and

multiple stages from planning, to implementation, to completion and oral defense (e.g., a capstone project will likely involve several of the following: literature review and problem/policy analysis, addressing appropriate research ethics issues; needs assessment or preliminary data analysis; development of research or investigation questions and a study methodology, in-depth investigation, exploration, or analysis of the selected topic analysis (quantitative and/or qualitative); hypothesis testing; findings and conclusions; and development of policy or program recommendations, including the application of various approaches to leadership). The program includes the following core courses: Research Literature, Data Analysis, and Decision Making; Theories and Ethics of Leadership; Finance and External Funding; Strategic Planning/Collaboration/Sustainability; Community Relations/ Media/ Technology; Change, Diversity and Global Issues; Capstone Project Seminar; and Capstone course I and II. Concentrations consist of 33 additional hours. The College of Education will submit the proposed program of study with the Superintendent Concentration to the Illinois State Board of Education for approval. Proposed courses are aligned to the current state requirements for superintendent certification. Candidates completing this program will be eligible to apply for state superintendent certification

#### Assessment of Student Learning Outcomes

Assessment of student learning outcomes in this program will use multiple measures of student learning that are linked to state and professional standards, the GSU mission statement, GSU Graduate Studies Competencies established by GSU Policy 16 (Graduate Studies Policy), and the objectives of the Interdisciplinary Leadership program. Program assessment data will be collected annually by the Interdisciplinary Leadership doctorate program Academic Advisor and Program Coordinator, and will be collected, analyzed, and submitted every year to the College of Education and the faculty of the Interdisciplinary Leadership program. For the Interdisciplinary Leadership program, assessment of student knowledge will include content-oriented material (e.g. leadership theories, ethical leadership, knowledge of group dynamics, budgeting, fund raising, strategic planning, environmental sustainability, advanced research methods) as well as insight into oneself and one's influence on others. Assessment of skills will include communication and techniques related to leadership, supervising, assessment, researching, and writing. Methods through which these knowledge and skill areas will be assessed include coursework grading, the Yearly Student Review Form (the student study plan; notes credit hours accumulated, grades, and any faculty concerns), the Doctoral Candidacy Evaluation Form, the written Qualifying Exam, the Oral Qualifying Exam, the Capstone Project and Oral Defense, and any other measures dictated by specific licensing and accreditation standards.

#### Program Assessment

Program outcomes have been clearly identified. Upon completing the program it is expected that doctoral students will be able to:

- Demonstrate knowledge of curriculum and instruction pertaining to the student's professional goals and field of study;
- Demonstrate knowledge of the historical, philosophical, sociological, and psychological bases of professional education practice;
- Demonstrate knowledge of research methodology and successfully conduct a research project in the chosen field of study;
- Demonstrate the ability to make complex decisions, solve problems, and evaluate actions in professional settings;

- Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions;
- Effectively use of a variety of communication skills and modalities to communicate sophisticated ideas to diverse audiences;
- Demonstrate awareness, understanding, and skills necessary to live and work in a diverse world;
- Collaboratively work with others in their professional roles, provide leadership in interactions with peers, and contribute service to their profession;
- Recognize and address moral and ethical responsibilities within their profession and practice professional ethics;
- Distinguish between leadership styles;
- Demonstrate knowledge of the historical development of leadership theory;
- Engage in research, professional writing, and service to the profession through collaboration and development of professional relationships; and
- Actively participate in professional organizations through dissemination of new learning.

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the 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 Governors State 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 based on periodic surveys. Also, the faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. 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.*

It is reported in the proposal that the University has adequate facilities and equipment, including classrooms and offices necessary to support the existing degree programs and the proposed program with the expectation that six courses for the program will be offered annually. Specifically, the University has 32 smart classrooms that will support this program and other programs currently offered by the University. They are equipped with ceiling mounted LCD projectors and projection screens, podiums housing network computers, and other equipments such as DVD player and wireless and hardwired internet connections available to students, faculty and staff. Over the past seven fiscal years, the University has expended about \$2,750,000

to equip the classrooms with the state-of-arts technology. Additional rooms will be upgraded in the near future.

## Library

The program will benefit from the University's extensive existing library resources and ongoing collection development, particularly in the education, social science, business and economic disciplines. Key library resources that will support this program include and extensive database that offers access to over 2,300 scholarly journals, including peer-reviewed journals.

## Faculty and Staff

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

The College of Education will provide the primary source of faculty while additional faculty will be drawn from other Colleges such as the College of Business and Public Administration. All faculty have terminal degrees and commensurate experience appropriate to their field of instruction.

## 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 existing resources, including a small amount of internal reallocations of approximately \$17,000, and tuition from students enrolled in the program, will be sufficient to fund this program. As an interdisciplinary program, faculty will be drawn from several sources. The 14 key faculty members as well as support staff who will be responsible for the program are already employed by the University. The University has projected that the budget for the program will grow from \$175,000 in the first year to \$340,318 in the fourth year. Also, total projected resources or income for the program will be at least \$292,275 in the first year and \$831,825 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.*

The College of Education will apply for accreditation of the superintendent concentration in the doctoral program by NCATE. All of the programs that prepare individuals to work in the P-12 setting are currently approved by NCATE and their respective specialized professional association. Summary data will be submitted to the NCATE Specialty Professional Association (SPA) every seven years for the superintendent concentration and a more detailed report will be submitted to NCATE prior to the on-site accreditation. There are no accrediting bodies for the not-for-profit and public safety concentrations in the doctoral program, though there are standards promulgated in those fields that will provide the bases for program development and assessment. The College of Education will submit the proposed program of study with the Superintendent Concentration to the Illinois State Board of Education for approval. Proposed courses are aligned to the current state requirements for superintendent certification. Candidates completing this program will be eligible to apply for state superintendent certification.

### **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 Governors State University's Bachelor of Arts in Entrepreneurship, 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.govst.edu](http://www.govst.edu). Comparable information about the program will be published in the University's Undergraduate Catalog. Similar information may be obtained from the College of Business and Public Administration upon request.

**Staff Conclusion.** The staff concludes that the Doctorate of Education in Interdisciplinary Leadership program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation.

### **University of Illinois at Springfield**

**Proposed Program Title:** Bachelor of Arts in Environmental Studies in the Central Region

*Projected Enrollments and Degrees Awarded:* The University has projected enrollments in the proposed program will increase from 16 students in the first year to 64 students in

the fifth year. It has projected eight degrees will be awarded in the program in the fifth year increasing to about 26 degrees annually long term.

## **Background**

The University of Illinois at Springfield (the University) requests authority to offer a Bachelor of Arts (B.A.) in Environmental Studies in the Central Region. The proposed program is designed to engage in many processes that are necessary to confront the challenges that citizens, businesses, governments, and non-governmental organizations face in light of rapidly changing modern global environmental issues. It will provide a multi-disciplinary curriculum with interdisciplinary learning goals, incorporating natural sciences, social sciences, and humanities to ensure that graduates will gain a holistic understanding of complex environmental concerns and ethical implications while acquiring analytical tools for addressing environmental concerns. It is expected graduates of this program would pursue advanced studies in fields such as environmental science, public policy, law, management, and other related fields that will lead to employment in occupations related to waste management, pollution control, environmental administration, and environmental law.

Currently, the University has significant investment in areas related to environmental studies through its Master of Arts in Environmental Studies, the Master of Science in Environmental Sciences, and an undergraduate minor in Environmental Studies offered by Department of Environmental Studies. The proposed program will provide an important missing link between the two master's programs and the minor. The two master's programs enrolled 110 students in Fall 2010 and some graduates of the programs have interned or are employed by state agencies such as the Illinois Department of Natural Resources, Illinois Environmental Protection Agency, Department of Agriculture, and the Pollution Control Board.

## **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 growth in environmental concerns in recent times has sparked an increase in awareness of future challenges and opportunities regarding the relationships between social well-being and environmental sustainability. As a result, there will be a growing demand for individuals trained and educated in fields related to environmental policy, environmental ethics, environmental sciences, natural resources, ecology, environmental studies, and others. In 2007, *Forbes Magazine* reported the environmental sector would experience expansion at a rate of about five percent every year in employment opportunities as “the greening of industry creates a constellation of new careers.” *The Christian Science Monitor* reported in 2008 jobs or “green-collar jobs” in the environmental sector, such as consultants, are expected to experience an “explosive growth” at the rate of 1.3 million per year in the nation. Furthermore, public sector jobs are expected to increase as state and federal agencies experience high levels of retirements and an increasing need for those trained in environmental studies and related disciplines.

Data from the Illinois Department of Employment Security indicates a number of occupations related to the environment will see employment growth in the short and long term periods. For example, employment for environmental scientists/specialists is expected to grow at more than ten percent between 2008 and 2018. At the same time, employment for environmental

science and protection technicians are expected to grow by 32 percent and environmental engineers by almost 40 percent. Natural sciences managers and forest and conservation workers are expected to grow by five to seven percent during the same period. Additionally, teaching jobs are expected to grow in the state at a rate of 16 percent and it is likely a portion of the jobs will be in the expansion of jobs in environmental education.

According to the Bureau of Labor Statistics, employment of environmental scientists and environmental protection technicians is “expected to grow much faster than average” at almost 30 percent over the next decade and jobs in urban and regional planning will require those with knowledge of Geographic Information Systems. Jobs in this area will grow faster than the national average of all occupations. Some of the growth will be accompanied by growth in employment in environmental law. It is expected advanced degrees be required to fill many of new job openings and the proposed program will provide vital academic foundations for earning the advanced degrees to meet the occupational demand. Some of the job requirements may be met by completing the Bachelor of Arts in Environmental Studies.

There are a number of Illinois state agencies that will utilize the knowledge and skills graduates of the proposed program will acquire. They include state agencies such as the Illinois Department of Natural Resources, Illinois Environmental Protection Agency, Department of Agriculture, and the Pollution Control Board. These agencies and many other organizations have hired graduates of the University’s M.A. in Environmental Studies and M.S. in Environmental Sciences. Given their close relationship, graduates of the proposed program will be strong prospects for admission to the University’s two master’s programs and many other graduate and professional programs related to environmental studies and sciences in the state.

### ***The Illinois Public Agenda for College and Career Success***

If approved, the Bachelor of Arts in Environmental Studies will address goals 1, 2 and 3 of the *Public Agenda*. Goal 1, *Increase educational attainment to match the best-performing states*, will be addressed by recruiting and enrolling qualified students from diverse backgrounds, including students from low income families, minorities, and women. Goal 2, *Ensure college affordability for students, families, and taxpayers*, will be addressed because as a public university, tuition at the University is considerably lower than tuition at some public universities and all independent colleges and universities in and outside Illinois. Goal 3, *Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by recruiting and enrolling qualified applicants and graduating those who meet the requirements of the degree. Full-time students will graduate in a relatively short time compared to part-time students who would be admitted to the program.

### **Comparable Programs in Illinois**

At this time, only Northeastern Illinois University offers a Bachelor of Arts in Environmental Studies among public universities and the University is approximately 200 miles from Springfield. However, the University of Illinois at Urbana-Champaign offers a Bachelor of Science (B.S.) in Natural Resources and Environmental Sciences. Eleven baccalaureate programs in environmental studies and eight bachelor’s programs in environmental sciences programs are currently offered by independent Illinois colleges and universities. The current and projected occupational needs for graduates with degrees in fields related to environmental studies/sciences, and the fact that Illinois is one of the largest states in the nation, are some of the justifications for proposing this program. *The Wall Street Journal* lists environmental studies/sciences among the top five academic majors facing rapid growth in the nation.

## **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 proposed Bachelor of Arts in Environmental Studies is a multi-disciplinary program designed to address environmental concerns that are of growing importance in both the public and private sectors and require attention of a variety of stakeholders, including colleges and universities, governmental agencies, as well as non-governmental entities. The program is designed to provide its students with holistic understanding of complex environmental concerns and ethical implications while providing analytical tools necessary to address current and future concerns as well as preparation for advanced studies. The holistic approach incorporates knowledge and skills from the natural and physical sciences, social sciences, and humanities disciplines.

The program is designed to provide its students with knowledge and skills based on three broad outcomes consisting of:

- Competency in scientific concepts when studying the environment, involving identifying the link between healthy ecosystems and healthy human populations, recognizing the major components of the earth's systems and explain how they function, and demonstrating literacy in the field as well as apply scientific methods.
- Capacity to critically examine environmental issues and apply contributions from the multi-interdisciplinary fields, involving ability to recognize the interrelationships between human systems and natural systems, to demonstrate holistic analysis of the social and natural systems, to acquire and apply skills for working through ethical and moral challenges related to environmental issues, and to assess modern challenges related to resource sustainability.
- Ability to demonstrate and integrate understanding of natural resource policies, regulations, and current issues in natural resource management, involving the ability to evaluate the complex processes driving anthropogenic impacts on the environment, to analyze the important effect of political, economic, and educational forces on environmental policy and planning, and to assess the patterns of unequal distribution of resources and environmental consequences worldwide.

Additionally, the outcomes or objectives of the program are to enable students of the program “to gain an understanding of ways to evaluate the impact of human activities on the environment and society, to balance social and economic needs with environmental realities, to learn how to use resources imaginatively for sustained yields, and to become aware of the roles of values in issue formulation and policy making.”

The goals and objectives of the B.A. in Environmental Studies are congruent and support the mission and priorities of 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

Admission requirements for the B.A. in Environmental Studies will follow the University's guidelines for undergraduate admission, consisting of evaluation of college preparatory curricula and academic coursework, grade trends, and the rigor of courses completed throughout high school. The specific minimum academic coursework requirements are consistent with the IBHE policy for high school preparation of students who plan to go to college at public universities.

The requirements consist of:

- Four years of academic English with emphasis on written and oral communication and literature;
- Three years of social studies with emphasis on history and government;
- Three years of college preparatory mathematics from algebra, geometry, advanced algebra, pre-calculus, trigonometry, and calculus;
- Three years of laboratory science from biology, chemistry, geology, physical science, astronomy, and physics;
- Two years of one foreign language or fine arts from art, music, dance and theatre.

In addition, applicant class rank, grade point average, as well as American College Testing (ACT) and Scholastic Aptitude Test (SAT) scores will be considered in the admission process. Applicants who have earned fewer than 30 semester hours will be considered as freshmen while transfer applicants who have earned more than 30 semester hours must have a cumulative college grade point average of at least 2.00 on a 4.00 scale.

## Curriculum

The curriculum of the proposed program consists of a minimum of 120 semester hours, including 34 hours for the major of which nine hours are from three required core courses every student in the program must complete to graduate, at least six hours to support each of the three areas of focus or "category", the departmental elective courses, and required general education courses comprising at 12 courses constituting at least 37 semester hours.

At this time, the three required core courses are: Introduction of Environmental Sciences, the newly developed Introduction to Sustainability, and the newly developed Undergraduate Capstone course. The Capstone is the culminating course in the program, and it will include integration of knowledge from the diverse areas in the discipline and a significant senior project or an extended research paper. The course will emphasize quality, originality, research, and the interdisciplinary nature of the program. In addition to the three core courses, the University is contemplating making ENS 476, Environmental Ethics, another required core course given the importance of ethics in the discipline and related occupations.

Three areas of focus or categories are components of the curriculum. They are Environmental Policy/Law/Planning, Environmental Social Sciences/Humanities, and Environmental Sciences. The program does not emphasize that any student select a typical area of focus or specialization because all students in the program should be conversant with all vital components of the curriculum. This plan will afford each student some flexibility to choose elective courses to support his or her interests.

The seven courses will support the Environmental Policy/Law/Planning include: Environmental Justice in America, Fundamentals of Geographic Information Systems, Environmental Law, and Geopolitics: Geographic Aspects of International Affairs. Fourteen courses will support the Environmental Social Sciences/Humanities area of focus. They include: Human Evolution: Biological and Cultural, Global Change in Local Places, Nature, History, and Human Action, Environmental Ethics, Environmental Economics, and American Urban History. The Environmental Sciences area of focus will be supported by 12 courses. They include: Earth Science, Global Greening for a Sustainable Future, Energy and the Environment, Principles of Ecology, Fundamentals of Remote Sensing, Environmental Chemistry, and Environmental Toxicology.

#### Assessment of Student Learning Outcomes

Assessment of student learning outcomes will consist of the program's value added assessment including: pre-tests and post-tests to determine the level of knowledge and skills students acquired in program courses, particularly ENS 271: Introduction to Sustainability, and ENS 451: Undergraduate Capstone courses based on the student learning objectives in each course. The two courses and other courses in the program will use the Environmental Studies Assessment Committee consisting of three faculty members who will evaluate the culminating assignment of each course. By assessing student progress early in the program when the required introductory courses are completed, any student who has difficulty making good progress would be provided needed support early in the program so as to increase retention and graduation rates.

#### Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Bachelor of Arts in Environmental Studies 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. 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, and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the percent of graduates admitted or have completed graduate and professional programs, and the percent of graduates employed in occupations closely related to the field. 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 of Illinois at Springfield has the classroom capacity to accommodate the needs of the B.A. in Environmental Studies program. Built in 2004, the University Hall greatly expanded the classroom capacity. The University's classes and laboratories are equipped with necessary state-of-the-art teaching tools and equipment, including smart classrooms. However, with the addition of one new faculty member to contribute to this program, additional office space will be required. This need may be met by minor renovation of the existing space or acquisition of space from a different building on campus. No additional lab space and instructional technologies are anticipated for the near future for this program.

### **Library**

Norris L. Brookens Library supports the University's instructional programs. Its collections include over one half million total volumes, over 200,000 governmental documents, and over 30, 000 e-books, and a great collection of films, DVDs, video tapes, and microfilms. The library has access to more than 125 databases containing journal articles and other research materials. There are computer software, maps, audio records, and others.

The University's Department of Environmental Studies is well established with adequate library resources to support the proposed program, the two graduate programs in environmental science and environmental studies, and other related offerings on campus. The research databases and full-text online repositories available through Brookens Library include a number of well-established resources relevant to environmental studies such as: *Science Direct*, *Wiley Online Library*, *EBSCOHost*, *GeoBase*, *Georeferencing*, *Ecological Society of America Journals*, *Academic Search Complete*, *GreenFILE*, *ISI Web of Knowledge*, *Westlaw's Campus Research*, and *SpringerLink*, an electronic journal. Further, the library holds subscriptions to important journals to the field such as: *Nature*, *Sustainable Development*, *Environmental Law*, *Environmental Science & Policy*, *Environmental Politics*, *Environmental Justice*, *Environmental Ethics*, *Organization and Environment*, and many others. There are other resources available to faculty and students at the University, including membership in I-Share, a consortium of 76 academic library resources in Illinois which expand access to textbooks and journals.

### **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular*

*continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

The Department of Environmental Studies has four full-time faculty members who will support the proposed program and they have earned Ph.D. degrees in four appropriate disciplines with expertise in fields such as geology, ecology, geographic information systems, environmental policy, and law. A fifth faculty member will be hired in Fall 2012 and a sixth new faculty position will be filled after the program is approved by the IBHE. Additionally, 20 associate and adjunct faculty members will also support the B.A. in Environmental Studies program. The Department is currently searching for a new full-time online coordinator of the program. Support for the program will come from a half-time office manager and a graduate assistant. Together, these faculty members and staff will provide adequate support for this program, particularly when three additional faculty members are hired. The administrative structure of the program consists of a Department Chairman, who chairs the Environmental Studies Executive Committee consisting of all tenured and tenure track faculty.

### **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 Bachelor of Arts in Environmental Studies. The conservative budgets of the program consisting of new funds are projected to grow from \$56,700 in the first year to \$79,100 in the fifth year of operation. However, projected tuition income from students who would enroll in the program is considerably higher than the projected budgets. It is projected it will grow from \$160,648 in the first year to \$642,592 in the fifth year. As such, if the estimated enrollments are achieved, there would be much more funds for the program than budgeted at this time. The estimated budgets of the program are relatively low because the Department, the College of Public Affairs and Administration, and the Library have significant investment in environmental studies and environmental sciences, including the recently hired undergraduate general education advisor by the college to significantly reduce advising burden on current and future faculty.

### **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 this program nor is there any licensure in the field. The University's current campus-wide accreditation of the University by the Higher Learning Commission will cover the existing and the proposed 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 the University of Illinois at Springfield's Bachelor of Arts 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.uis.edu](http://www.uis.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 Public Affairs and Administration upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Environmental Studies program proposed by the University of Illinois at Springfield meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) 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 Governors State University authorization to establish the Doctorate of Education in Interdisciplinary Leadership in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to the University of Illinois at Springfield authorization to establish the Bachelor of Arts in Environmental Studies in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*