

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

**Submitted for:** Action.

**Summary:** This item requests approval of three degree programs and one center at three public universities.

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

Governors State University

- Bachelor of Arts in Entrepreneurship in the South Metro Region
- Master of Arts in Teaching in Urban Teacher Education in the South Metro Region

University of Illinois at Chicago

- Bachelor of Arts in Architectural Studies in the Chicago Region

University of Illinois at Urbana-Champaign

- Center for Professional Responsibility in Business and Society in the Chicago 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:** Bachelor of Arts in Entrepreneurship  
**Region:** South Metro Region

*Projected Enrollments and Degrees:* Governors State University has projected that enrollment in the proposed Bachelor of Arts in Entrepreneurship will grow from approximately five students in the first year to 25 students in the fifth year and each year thereafter. The University has projected that four degrees will be conferred in the second year and 15 degrees will be awarded in the fifth year and approximately the same number annually thereafter.

The University was approved in December 2011 by the IBHE to admit freshman students for the first time beginning in 2014. When the Lower Division Program has been implemented, more students will be admitted than currently projected. Accordingly, more degrees will be awarded in the program than projected depending on the number of freshman students admitted.

**Background**

Governors State University (the University) requests authority to offer a Bachelor of Arts (B.A.) in Entrepreneurship in the South Metro Higher Education Region following a successful experience with offering an entrepreneurship concentration within the Bachelor of Arts in Business Administration program. The proposed program is designed to prepare and graduate its adult and traditional-age students to create economic opportunities for themselves, for their surrounding communities through the creation of jobs, and for a variety of local, regional and state locations. Graduates of the program may wish to start their own businesses, acquire franchises or aspire to work at higher level positions in the corporate and non-profit sectors. At

this time, the program is intended as a capstone program for graduates of many varied academic and applied associate degree programs offered by community colleges. However, since the University has recently been approved by IBHE to admit freshman students, the program will be modified in the near future to admit freshman students in addition to targeted transfer students.

If approved by IBHE, the program will be administered by the College of Business and Public Administration which is accredited by the Council for Business Schools and Programs (ACBSP) and it is in the process of applying for a specialized accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

Currently, several disciplines at the University offer entrepreneurship related courses to students on an as needed basis in fields such as nursing, occupational therapy, and economics but none of the curricula constitute a degree program as proposed here. This program will work with these disciplines to achieve mutually beneficial results which may entail sharing of resources. At this time, nine degree programs related to entrepreneurship are offered by two public universities and six independent institutions, including four bachelor's programs, four master's programs, and one doctoral program. Some of the programs, such as the Bachelor of Science in Entrepreneurship offered by the University of Illinois at Chicago and Loyola University have experienced very significant growth in enrollment and degrees conferred.

Governors State University currently offers six degree programs in the business and management discipline and three of the programs are at the baccalaureate level while three at the master's level. The bachelor's programs are in accounting, business administration, and business and applied sciences, while the master's programs are in accounting, business administration, and management information systems. Together, these programs enrolled a total of 738 students in Fall semester 2010 and conferred a total of 241 in fiscal year 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 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.*

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*. A few of the causes of the decline is the permanent loss of jobs to other states and nations, and growing national and global economic competition. The proposed degree program will offer one potential means to help slow down the trend as researchers have shown that the vast majority of entrepreneurs tend to start their businesses near where they live. The creation of this program would provide prospects for the creation of new jobs in the South Metro Higher Education Region and the state. Currently, none of the Illinois colleges and universities in the University's region offers a comprehensive degree program in entrepreneurship.

Graduates of this program will have several options such as starting new jobs; while others will work for smaller or larger businesses such as 3M, Dow Chemical, and Lockheed

Martin which are looking for individuals to be entrepreneurial leaders within their enterprises. Because of the relative newness of entrepreneurship degree programs and the lack of well established occupations or careers in entrepreneurship, no state or national database exists to provide data on current and future employment opportunities for graduates of this program and similar programs. As the discipline and associated occupations get better established and widely known, there will be data from sources such as the Illinois Department of Employment Security and the U.S. Department of Labor.

Recently, the Illinois Department of Commerce and Economic Opportunity (DCEO) in concert with the Illinois Workforce Investment Board (IWIB) has created an Entrepreneurship Task Force for IWIB to work on the benefits of entrepreneurship to Illinois businesses, education, and other realms and to make recommendations to the Board for appropriate action. The task force is chaired by the Governor's Deputy Chief of Staff. Members of the task force will include representatives of the three state education agencies: the Illinois State Board of Education, the Illinois Community College Board, and the IBHE, as well as the Illinois Department of Employment Security (IDES) responsible for projecting the state's occupational supply and demand. CEOs of the three education agencies are members of IWIB and their staff will serve on the task force. DCEO and IWIB expect a more robust entrepreneurship in business, education, and other sectors will boost the state's vitality and competitiveness in many endeavors.

Although "hard" employment and employment projections for entrepreneurs and those they employ have not been found from IDES and the US Bureau of Labor Statistics (BLS), the BLS has indicated in its *Business Employment Dynamics: Entrepreneurship and the U.S. Economy* that entrepreneurship "plays a vital role in the growth of the U.S. economy" by creating new jobs and job expansion.

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

Governors State University's baccalaureate program in Entrepreneurship will address all four goals of *The Illinois Public Agenda*. Goal 1, *Increase educational attainment to match best-performing states*, will be addressed by extending educational opportunity to adult students, including minorities who have transferred from partner community colleges in the University's region and later to freshman students when the new Lower Division Program is implemented. *Ensure college affordability for students, families, and taxpayers*, in Goal 2 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. Goal 3, *Increase the number of high-quality post-secondary credentials*, will be addressed by recruiting, educating and graduating students in this program to contribute to meeting the state's priority for increasing significantly the number of post-secondary credentials. With its focus on job creation by graduates as entrepreneurs, the program will address Goal 4, *Integration of Educational, Research, and Innovation Assets*, by providing opportunity for graduates to increase the economic base in the region by creating much needed jobs for the local economy.

### **Comparable Programs in Illinois**

While nine degree programs related to entrepreneurship are currently offered in the state by two public universities (the University of Illinois at Chicago and the University of Illinois at Urbana-Champaign) and six independent institutions (Bradley University, Columbia College, Illinois Institute of Technology, Loyola University of Chicago, Millikin University, and Northwestern University), there is no similar program offered in Governors State University's region. Three of the nine programs are at the baccalaureate level. As one of the biggest states in

the nation, there is much room for growth in Illinois in this discipline given that there are currently 353 bachelor's programs in fields related to business and management in the state, including 47 programs in accounting and 35 programs in marketing. Two research centers for entrepreneurship are currently operated by two public universities: Technology Entrepreneur Center at the University of Illinois at Urbana-Champaign and Entrepreneurship and Enterprise Development Center at the University of Illinois at Springfield.

### **Mission and Objectives**

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

The B.A. in Entrepreneurship is designed as a degree completion program for community college transfer students with a variety of academic backgrounds, including programs in arts and sciences, applied sciences, health and human services, education and other academic programs where a student would be interested in entrepreneurial education leading to self employment or employment in private firms and the non-profit sector.

There are three student learning objectives for the program and they are: to provide knowledge and skills or tools about entrepreneurship, to instill the entrepreneurial spirit, and to create new entrepreneurial ventures or work in existing enterprises. Initially, students in the program are to be exposed to a general overview about entrepreneurship and then provided with essential tools and skills for locating and evaluating entrepreneurial opportunities. The second objective focusing on instilling the entrepreneurial spirit through projects and assignments is designed to introduce and develop an entrepreneurial mindset through portrayal of self-perception or dynamic entity-schema, and entrepreneurial self-efficacy, which help students to conceive and believe in their ability (intellectually, socially, emotionally, and physically capable) of becoming entrepreneurs. The third objective is not essential for every student because some may already be involved in entrepreneurial ventures. For those who do not, they will be assisted in working on their own entrepreneurial ideas using the tools provided in a variety of courses to mold the "young" ideas into something more achievable with the help of tools provided in courses they have completed in addition to entrepreneurial venture internship, completion of business plans, or completing of plans for franchise acquisition. Seven key courses in the program, including Entrepreneurial Finance, Principles of Entrepreneurship, and Entrepreneurial Marketing will help students achieve the three objectives.

### **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

This program is designed for transfer students from community colleges who have completed associate degrees with a minimum of 60 semester credit hours. Any applicant, who meets this requirement and has earned a minimum Grade Point Average (GPA) of 2.00 on a scale of 4.00, may be qualified for admission to this program. Other student attributes such as employment and/or experience with creating a business or experience in making plans to create or run a business would provide students with competitive advantages for admission to the program. When the newly approved Lower Division program at the University is established, admission criteria for freshmen will be provided.

## Curriculum

To develop the cross-disciplinary entrepreneurship program, the faculty used the latest research on entrepreneurship education from the Ewing Marion Kauffman Foundation, Babson College Entrepreneurship Research Conference, and the US Association for Small Business and Entrepreneurship dedicated to the collection and dissemination of best practices in entrepreneurship education. Also, some experts in entrepreneurship were consulted to gain insight into specific areas not covered in traditional entrepreneurship courses, including the merging of theory and practical application.

The curriculum of the Bachelor of Arts in Entrepreneurship consists of a minimum of 120 semester credit hours, comprising 49 hours of general education courses, 24 hours of specialized or technical courses, and 23 hours of electives completed with the approval of faculty of this program. The 24 credit hours of specialized courses in entrepreneurship consist of eight required courses that every student in the program must complete. Only one of the courses is at the 300 level and the rest are at the 400 level. The course titles are: Principles of Entrepreneurship, Entrepreneurial Opportunities, Entrepreneurial Accounting, Entrepreneurial Finance, Entrepreneurial Marketing, Entrepreneurial Ethics and the Law, Entrepreneurial Leadership, and Entrepreneurial Project. In the Entrepreneurial Project course, students may focus on a specific form of entrepreneurship culminating in either firsthand experience with an entrepreneurial venture through an internship, get involved in starting their own businesses or complete business plans that are ready for start-ups (nascent entrepreneurship) for franchise acquisition.

To improve the prospect of student success in entrepreneurship program:

- a number of faculty associated with the program are or were successful entrepreneurs and they will share with students their knowledge and experiences as needed;
- the program will work closely with, Center Point located at the University and houses the Small Business Development Center, the Global Trade Center, a certified not-for-profit corporation, and the Southland Community Development Corporation, to take advantage of the center's resources;
- an Advisory Board for the program consisting of successful entrepreneurs from the surrounding communities will be formed; and
- Although not to be a mainstay of the program, a limited number of entrepreneurs will be invited to speak to students about their successes and failures.

Upon completion of this program, students will be able to: a) articulate an integrated concept of entrepreneurship that is inclusive of theories and concepts, practices about ethically starting and running a business in today's global economy, creating and completing a business

plan or creating and completing plans for franchise acquisition; b) demonstrate the ability to locate, evaluate, and exploit entrepreneurial opportunities; c) incorporate entrepreneurial strategies to create, maintain and grow a business venture; and d) select and use entrepreneurial problem-solving strategies designed to reduce stress and increase the chances of success.

#### Assessment of Student Learning Outcomes

Assessment of student learning outcomes in this program will be achieved through a number of measures such as student grades in each of the eight key specialized courses for the program, student GPAs, the number of new business startups, new jobs created by graduates or students still enrolled in the program, as well as the quality of students' completed business plans and plans completed for business acquisition. Also, the *Entrepreneurial Cognition Questionnaire* will be administered to each student to establish an entrepreneurial baseline as a pre-test early in the program. The assessment will be repeated in the capstone Entrepreneurial Project course as a post-test to determine the value added impact of the program on its students.

#### Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Bachelor of Arts in Entrepreneurship 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. The faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. Additionally, the success of the program will be measured periodically by cataloging the number and types of entrepreneurial ventures started by graduates, and feedback about the program will be solicited from the Advisory Board and its individual members. 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, particularly its College of Business and Public Administration, 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 equipment such as DVD players, wireless/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-art technology. Additional rooms will be upgraded in the near future.

## Library

The bachelor's program in Entrepreneurship will benefit from the University's extensive library resources and ongoing collection development, particularly in the business and economic disciplines. Key library resources that will support this program include: *ABI/INFORM Global*, the most comprehensive business databases on the market with the latest business and financial information, including full-text access to *The Wall Street Journal* for researchers; *Business Source Premier*, a database that covers over 2,300 scholarly business journals, including peer-reviewed journals; *Academic LexisNexis*, a database that contains legal, business and reference information from many sources such as *Roper Polls*, and *CIA World Fact Book*; and *Accounting and Tax Standards*, a database with international scope covering authoritative journal literature on accounting subjects.

The library subscribes to 13 entrepreneurship journals, including: *Entrepreneurship Theory and Practice*, *International Entrepreneurship and Management*, *Journal of Business and Entrepreneurship*, *Journal of Small Business and Entrepreneurship*, and *New England Journal of Entrepreneurship*. In addition, there are 11 key textbooks to support the program, such as *Entrepreneurship: Theory, Process, and Practice*; *Preparing Effective Business Plans: An Entrepreneurial Approach*; *The Entrepreneur's Guide to Business Law*; *The Entrepreneur's Legal Companion*; *Entrepreneurial Marketing: Lessons from Wharton's Pioneering MBA Course*; and *Corporate Entrepreneurship & Innovation*.

## 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 Business and Public Administration has 34 full-time faculty members who represent the full range of functional areas of business and public administration. Many of these faculty members will be available to support the proposed program. Five of these faculty members have expertise in different aspects of entrepreneurship and they will provide primary responsibility for this program. One of them has a Ph.D., one has a J.D., one will soon earn his Ph.D., and two have master degree credentials. Two of the five are adjunct faculty members who have also administrative responsibilities for Center Point and the Illinois Technical Innovation and Entrepreneurship Service Center. It is expected that as this program matures, an additional faculty member with appropriate credentials in entrepreneurship will be hired.

## **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. The five key faculty members as well as support staff who will be responsible for the program are already employed by the University.

Governors State University has projected the budget for the program will grow from \$111,200 in the first year to \$161,000 in the fourth year. These are also the projected expenditures for the program in the same years.

## **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 programs related to entrepreneurship. However, the College of Business and Public Administration is accredited by the Council for Business Schools and Programs (ACBSP) and it is in the process of applying for another business accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Additionally, the University is accredited campus-wide by the Higher Learning Commission.

## **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 Bachelor of Arts in Entrepreneurship 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.

**Proposed Program Title:** Master of Arts in Teaching in Urban Teacher Education

**Region:** South Metro Region

*Projected Enrollments and Degrees:* Governors State University has projected that enrollment in the Master of Arts in Teaching in Urban Teacher Education is projected to grow from 20 students in the first year to 60 students in the fifth year of operation with an expected average of 45 students when the program is fully implemented. The University has projected that approximately 15 degrees will be awarded in the second year and 35 degrees will be awarded in the fifth year and annually thereafter.

## Background

Governors State University (the University) requests authority to offer the Master of Arts in Teaching (MAT) in Urban Teacher Education in the South Metro Higher Education Region based on a partnership with the University's College of Education, the College of Arts and Sciences, and the Chicago Southland Region high-need schools. The proposed program is designed to prepare high quality teachers of biology, chemistry, and mathematics or elementary education in order to have positive impact on student achievement in the Chicago Southland region, consistent with the 2010 Illinois Professional Teaching Standards. Given the focus of this program on mathematics and science, there will be strong partnerships with academic departments in the College of Arts and Sciences which offer bachelor's programs in mathematics, biology, and chemistry among others.

The program is modeled after the current Alternative Certification Program which serves a distinct population of career changers who want to teach in high need schools. It is aligned with the University's Teacher Quality Partnership (TQP) award of \$7.1 million to expand into secondary school biology, chemistry and mathematics. The University's alternative certification program is one of only six national finalists for the Christa McAuliffe Award for Excellence in Teacher Education in 2006. Most candidates of the targeted population would not pursue teacher certification without the University's non-traditional route.

Two other important components of the MAT program are its residency model which requires each candidate to spend one year in residence at the University with a master teacher as his or her mentor, and an internship-mentor guided attribute as teacher of record to meet partner school district needs and help meet the TQP grant guidelines that a qualified program demonstrate "rigor and responsiveness".

Currently, Governors State University has a strong investment in education programs by offering eight undergraduate and graduate degree programs in education and seven teacher certification programs. The existing bachelor's programs are in Elementary Education and Early Childhood Education while the master's programs are in Education, Educational Administration,

Multicategorical Special Education, Early Childhood Education, and Reading, and a Doctor of Education in Counselor Education and Supervision. To support these programs, the University currently has partnerships with more than 20 school districts through its alternative certification program, the TQP grant, and the state funded Induction/Mentoring Partnership grant. Governors State University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) whose last visit was in March 2011 and all NCATE standards were met during the visit. The proposed program will build upon the strengths and the scope of the existing programs to serve the University and its region.

## **Need**

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

In Illinois, only Governors State University and the University of Chicago were awarded the Teacher Quality Program grant under the American Recovery and Reinvestment Act. The grant program provides opportunity for collaboration of elementary and secondary programs at the University. By winning the \$7.1 million grant, the University has proven that its teacher education programs are competitive and valued by the U.S. Department of Education and the programs' graduates are much needed by the high need school districts in the University's region.

In spite of current and past poor economic conditions, the University's alternative certification program has successfully placed 30 elementary education candidates in high need schools during the 2010-2011 academic year. The success is the result of both strong partnerships with local school districts and a robust response by a high percentage of minority male candidates. Recent cohorts in the programs have been 60 percent minority and 40 percent male. The success has led school districts in the region to voice need for the expansion of the existing programs through the establishment of the proposed program with the help of the TQP federal grant program. The grant fund is budgeted to pay the salaries of approximately 170 students for four years, thus reducing the financial pressure of the low income targeted school districts which have projected 200 retirements in the next five years.

The Southland Region of Metropolitan Chicago is a region in crisis. As Chicago housing projects were demolished in the last decade, a disproportionate number of their former residents sought federally subsidized and other affordable homes in the south suburbs, signaling a significant demographic movement. For decades, poor neighborhoods in Chicago have been singled out as having the greatest need for school improvement. Failure to address the problem and continuing economic decline have caused a number of South Suburban communities to experience poverty rates greater than the rates in Chicago for the first time. According to the U.S. Census Bureau statistics, 20 of Southland school districts exceed the 20 percent poverty level, eight have higher poverty rates than Chicago's 26.9 percent. The difficulties of the districts notwithstanding, the proposed program and the existing alternative teacher certification programs are committed to prepare teachers who will meet the needs of school districts.

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

Governors State University's proposed MAT program will address Goals 1 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1, *Increase educational attainment to match the best-performing states*, will be addressed by actively recruiting, educating and

graduating students, including a significant number of minorities. 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 producing high quality credentials to meet the growing need for more higher education credentials, a top Illinois priority. Quality of the program should be assured because it will build up on currently successful and nationally recognized alternative teacher certification programs offered by the University.

### **Comparable Programs in Illinois**

In Illinois, there are currently 109 master's degree programs in fields related to teacher education of which 42 are offered by public universities. The 109 programs encompass many specific fields in teacher education, including the teaching of reading, natural sciences, art, health education, mathematics, science, chemistry, agriculture, social sciences, Spanish, Russian, and workforce education and development.

Although there are many master's degree programs currently offered in the state and the job market for teachers have become less attractive because of teacher layoffs and few new hires in general, the proposed program will be very unique in a number of ways. It is expected the program will recruit and graduate a high number of minority teachers similar to the success of the existing alternative teacher certification programs which placed 30 of its recent graduates. The program will emphasize the quality of its graduates by implementing the Illinois Professional Teaching Standards, a one-year residential program and an internship requirement in collaboration with the targeted school districts. Furthermore, the program will benefit from the \$7.1 million TQP federal grant that will pay the salary of graduates employed as teachers in the region for four years. School districts have asked for an expansion of the University's program because of their history of successful partnership.

### **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 overarching goal of the MAT in Urban Teacher Education is to prepare high-quality career changes that have the knowledge, skills, dispositions, and the commitment to improve student achievement in high-need school districts in the Southland region. Instead of designing its own specific central academic objectives, the program will use 2010 Illinois Professional Teaching Standards goals, focusing on teaching diverse students; content and pedagogical knowledge; learning environment; instructional delivery; reading, writing, and oral communication, assessment; and professional leadership and advocacy. The program's conceptual framework standards cover nine areas related to the state's professional disposition requirements, including appreciation of human diversity, commitment to ethical behavior, an underlying belief that all students can learn, and evidence of fairness and treating all students equitably.

The goals and objectives of this program are consistent with and support the mission and priorities of Governors State 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**

To be admitted to the program, an applicant must meet many screening requirements including the following vital ones:

- Complete and submit the Alternative Certification Application form;
- Submit the Graduate Record Exam results;
- Pass the Illinois Basic Skills Certification Exam;
- Pass the Illinois Certification Testing System Content Exam;
- Complete and submit a 300-word essay expressing interest in the program and a career in teacher education;
- Submit a letter of the employer(s) documenting at least five years of employment after earning a baccalaureate degree;
- Pass a criminal background investigation; and
- Successfully complete an interview based on the Boston Residency and the Academy for Urban School Leadership models, including a group problem solving exercise.

### **Curriculum**

The Master of Arts in Teaching in Urban Teacher Education curriculum consists of 11 required courses constituting two courses which are prerequisites, and nine courses that comprise the core requirements for the MAT program. Since this program includes teacher certification sequences, three additional courses are required to support each of the certification sequences in Secondary Mathematics, Secondary Science or Elementary Education to be completed by each student in the program. A student may take an optional Middle School Methods course for the middle school endorsement. The proposed areas of certification in this program are already recognized by the Illinois State Board of Education and the National Specialized Professional Associations in teacher education.

Two required prerequisite courses at the 300 level are: The Future of American Education, and Effective Teaching and Laboratory. The remaining nine required courses cover subject matter in Field Experience, Field Experience Application I and II, Research-Based Reading Instruction, Student Learning and Assessment, Teacher as Researcher, Reflective Teaching III, Teaching English as a Second Language, and Leadership and School Improvement. Each of the three certification sequences is supported by three required courses in levels 600, 700, and 800. For example, the Secondary Mathematics sequence is supported by Methods of

Teaching Secondary Mathematics I and II, and Advanced Methods of Secondary Teaching. The curriculum will be offered in a cohort format so that all students will take the same course at the same time except the certification sequence courses. In addition to the coursework, there are internship and the residency requirements. Each candidate will develop a program portfolio with multiple content and mastery of program learning outcomes.

As indicated above, this program is aligned with the state's Professional Teaching Standards and the Conceptual Framework of the Professional Education Unit which emphasize the development of practitioners with the requisite knowledge, skills, and professional dispositions to positively impact student learning. The conceptual framework is guided by reasoned eclecticism involving three components; research-based best practice, conceptual development, and growth of the professional self.

Upon completion of the program, each student must meet all eight graduation requirement, including: a minimum 3.00 cumulative GPA, completion of all required courses with a B or higher grade, successful completion of all required state examinations for the program, completion of required portfolio documents, positive recommendation from the program's Student Progress Committee, and positive recommendation from the Program Coordinator.

#### Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the MAT program will consist of eight key measures, including three state examinations: the Illinois Content Area Test based on standardized state administered examinations in each area of certification; content assessment based on student course grades as required on each certification study plan; assessment of candidates' ability to plan instruction based on the students' submitted lesson plans; clinical practice assessment based on adaptation of the Danielson Rubric; and assessment of professional teaching based on the state administered Assessment of Professional Teaching (APT) examination. Three to five faculty members will be responsible for each of the eight measures of assessment of student achievement to ensure that assessment will be an important component of the program.

All key assessments and the student's major projects will be evaluated during the portfolio presentation to the Capstone Experience Committee consisting of program faculty and school district representatives.

#### Program Assessment

Consistent with the IBHE requirements, the University will submit to the IBHE a progress report on the Master of Arts in Teaching in Urban Teacher Education at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. In addition, the program faculty will participate in 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. The faculty will use periodic surveys to determine the level of satisfaction of students and alumni with this program. The faculty will use measures such as the percent of graduates employed in occupations closely related to this program. Accreditation of the program by NCATE will be another means for assessing this program. A summary of the program review,

including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Feedback about this program's successes and limitations will come from other stakeholders such as the program's Coordinating Council which will meet regularly to monitor the program. The Council includes school district administrators and those responsible for supervising program interns, and members of the Student Progress Committee.

### **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 has recently received funding from the National Science Foundation and the State of Illinois to remodel the E and F wings of the science laboratories. When completed, the work will provide state of art facilities, including technological advances in teacher education. Additional facilities will be available in partner school district schools where students will do their internships. The TQP federal grant funds will provide opportunity for strengthening and integration of technology into the program with materials that can be purchased for the program's participants and interns to use in the high need schools as well as training in various technologies, particularly those aligned with Universal Design for Learning for the benefit of students, faculty, and staff with disabilities. These resources and other University resources will be adequate to support the proposed program.

### **Library**

Existing library resources at the University are sufficient for the current alternative teacher certification programs and other teacher education programs as demonstrated by the current NCATE accreditation granted early this year. They will also be adequate to support the proposed program. The University is a member of I-Share, a consortium of 71 Illinois academic libraries, which provides electronic access to faculty, students and staff of member campuses. Internet access is available to students throughout the campus and for those who are off campus to access to approximately 60 journals and other electronic databases. These resources are sufficient for the proposed program and its specializations.

The library resources for the program include about 20 databases; over 20 new books; a collection of books and videos covering subjects such as urban literacy, urban school leadership, organizing schools for improvement, diversity and the new teacher; and over 50 academic journals on teacher education and other fields in education. Examples of textbooks that will support the programs are: *Collaborative Teaching in Secondary Schools*, *Connecting Teacher Leadership and School Improvement*, *Educator's Handbook for Understanding and Closing the Achievement Gap*, *High-Impact Educational Practices*, *Practical Reader in Universal Design for Learning*, and *Productive High School: Creating Personalized Academies*. These resources and others not included in this summary are more than adequate to support the proposed program.

## **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.*

Coordination of the MAT program will be jointly provided by the Coordinator of the current Elementary Alternative Certification Program in the College of Education and the Coordinator of the Secondary Education and Science program in the College of Arts and Sciences who are also Co-Directors of the Teacher Quality Partnership grant program at the University. Assistance will be provided by faculty who will be responsible for the three sequences in the proposed program. With the additional resources provided through the TQP grant, this program will have more than adequate resources to support its start-up operations during the first several years of its existence. The TQP grant will fund two positions to staff this program: a half time position for the coordinator of the grant, and a full-time position for an administrative assistant.

It is reported that 14 existing faculty members with the Doctor of Education and Ph.D. credentials will support this program as well as 11 adjunct faculty members who have master degrees or doctoral degrees. However, only seven faculty members will have primary responsibility for the program. The rest will have supporting roles in the program including team teaching. Qualifications of the core faculty cover all aspects of the program, including educational leadership and policy studies, curriculum and instruction, mathematics education, educational psychology, urban teacher education, ethical leadership, clinical supervision, alternative certification, and high school teaching. A significant number of the seven faculty members had many years of teaching in elementary schools, high schools and in higher education. As a group, the faculty has the expertise to support this program adequately.

## **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. Funds for the program will come from the federal Teacher Quality Partnership grant, contributions from the TQP school district grant partners, and tuition paid by students in the program. It is projected that there will be sufficient University resources to support this program when the grant period is over in 2015. The expenditures should be considerably lower from the fourth year onward since there will be no need for the Co-Directors for the TQP grant, no need to pay for an external evaluator, and no need to pay the partner school districts to collect TQP data. Projected expenditures for this

program are not high because only one new faculty will be hired in 2011-2012 and most courses for the program will be taught by the existing faculty members who are supporting the existing post-baccalaureate-level alternative certification program and some existing faculty from the College of Arts and Sciences.

The University has projected that expenditures for this program will grow from \$12,000 in the first year to \$66,000 in the fourth year. During the same period, total resources for the program is projected to grow from \$186,480 in the first year to \$349,650 in the second year and the same amount annually through 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.*

Governors State University's teacher education programs are accredited by NCATE whose last successful accreditation visit was in March 2011. The Professional Education Unit responsible for teacher education programs met all NCATE standards with no deficiency noted by the Board of Examiners visiting team. Three of the University's teacher education programs have additional specialized accreditation: Elementary Education, by the Association for Childhood Education International; Secondary Biology and Chemistry, by the National Science Teachers Association; and Secondary Mathematics, by the National Council of Teachers of Mathematics. The University has currently campus-wide accreditation by the Higher Learning Commission.

The MAT program includes teacher certifications regulated by the Illinois State Board of Education (ISBE) in the areas of Elementary Education, and Secondary Biology and Chemistry, and Mathematics. This proposal is aligned with all certification requirements and ISBE approved the programs at the licensure board meeting in October 2011.

### **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 Master of Arts in Teaching in Urban Teacher Education, 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.govst.edu](http://www.govst.edu). Comparable information about the

program will be published in the University's catalog. Similar information may be available from the College of Education upon request.

**Staff Conclusion.** The staff concludes that the Master of Arts in Teaching in Urban Teacher Education 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 Chicago**

**Proposed Program Title:** Bachelor of Arts in Architectural Studies

**Region:** Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago has projected enrollments in the proposed program will grow from 20 students in the first year to 40 students in the fifth year. It is also projected at least 20 degrees will be awarded in the program in the fifth year and annually onwards.

### **Background**

The University of Illinois at Chicago (the University) requests authority to offer an upper-level Bachelor of Arts (B.A.) in Architectural Studies in the Chicago Higher Education Region for students in the junior or senior year. The program is designed to draw a broader and more diverse pool of applicants, particularly students who have earned associate degrees from community colleges. It will expose its students to the synthetic environment of the design studio, providing an introductory experience that some students may use to pursue further in graduate studies or professional fields such as architecture, landscape architecture, urban design and planning, public policy, history, law, or business. Additionally, the program will emphasize general skills in critical reading, writing and analysis, and others. The program will build upon the strengths of the University's existing B.S. in Architecture (which enrolled 364 students in Fall 2010) and four master's degrees: Master of Architecture, Master of Urban Planning and Policy, Master of Arts in Design Criticism, and Master of Science in Architecture/Architecture in Health Design. In addition to these, the University offers a Bachelor of Fine Arts (B.F.A.) and a Master of Fine Arts (M.F.A.) in Graphic Design and other programs at the bachelor's through the graduate levels in the visual and performing arts fields.

The School of Architecture, within the College of Architecture and the Arts, will administer the B.A. in Architectural Studies. The School has been exploring the feasibility of offering a junior and senior year major during the last few years in order to provide a complementary alternative to its Bachelor of Science in Architecture. The pre-professional B.S. in Architecture provides four years of studio and an intensive technical education in preparation for accelerated placement in a professional program in architecture. As graduates of the proposed program may or may not pursue graduate studies in architectural education, the primary goal of the new program is the provision of a rigorous, liberal arts education inflected by architecture. Seven of the existing 17 courses required for the B.S. in Architecture program will be included in the proposed program. Two new Architecture courses are being developed for the B.A. program and additional existing resources in the School will support the proposed program.

## **Need**

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

The B.A. in Architectural Studies is expected to be attractive to a large and diverse pool of applicants because of its liberal arts focus and emphasis on general critical skills such as communication and critical thinking, which will provide problem solving skills applicable to a range of situations and opportunities. Graduates of the program may be interested in advanced study in architecture and occupations closely or tangentially related to architecture. It is expected the program will attract mostly community college transfer students, particularly those who would otherwise have to spend an inordinate amount of time at the University to complete the required four-year studio course sequence in the current Bachelor of Science in Architecture. Graduates of this program may be interested in graduate or professional study in fields such as landscape architecture, urban design and planning, public policy, law, journalism, or business.

The U.S. Department of Labor's *Occupational Outlook Handbook* for 2010–2011 reports the Department's projection of employment of architects to increase by 16 percent between 2008 and 2018, which is faster than the average projection for all occupations. The projection for landscape architecture indicates a 21 percent growth during the same period. Illinois projections mirror the U.S. projections.

The number of University of Illinois at Chicago intercollegiate applications for transfer to the B.S. in Architecture program has steadily increased over the past several years. Less than 20 percent of the approximately 30 applicants a year make a successful transition to the architecture program due, in large part, to the four-year studio requirement in the current B.S. degree. The B.A. in Architectural Studies will provide an option to help the School meet this growing demand from the University's students in other majors and enable students to graduate in a shorter amount of time.

Furthermore, because of the rigorous time commitment of the B.S. in Architecture program, the attrition rate in the first and second years has been 25 percent over the past several years. That percentage includes students that remain interested in architecture but are unable to commit the time for the B.S. in Architecture due to extenuating outside circumstances such as the need to work or family obligations. For such students, the B.A. in Architectural Studies would be a welcome option.

Although currently five baccalaureate architecture programs are offered in Illinois, of which three are at public universities, enrollments in the programs are quite high, ranging from 141 in the smallest program to 618 in the largest program with an average of 379 students for Fall 2010 enrollments. These enrollments indicate that there is a strong demand for admission to bachelor's programs in architecture and the proposed program should have more applicants than it would admit.

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

If approved, the B.A. in Architectural Studies will strongly address Goals 2 and 3 of *The Public Agenda*. Goal 2, *Ensure college affordability for students, families, and taxpayers*, will be addressed because it is expected to have a lower time-to-degree average and therefore provide a

more affordable architecture-focused undergraduate degree. Furthermore, as a public university, tuition at the University is considerably lower than tuition for architecture programs at private institutions.

*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 enrolling students, educating them, and producing bachelor's degrees in a relatively shorter time and contribute to the state's priority for more post-secondary high quality credentials. It is expected the program will enroll full-time students and it will graduate at least 20 students in the fifth year and the same or more degrees annually thereafter.

### **Comparable Programs in Illinois**

At this time, no other Illinois college or university offers a program similar to the proposed B.A. in Architectural Studies program. However, there are five baccalaureate programs offered in architecture in the State but none of them is an upper-level, liberal arts focused bachelor's program.

### **Mission and Objectives**

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

The Bachelor of Arts in Architectural Studies is liberal arts focused upper-level undergraduate major that will use architecture and related design practices as a lens through which to understand the history of ideas and cultural intervention related to architecture. It is designed to operate as a two-year junior and senior program. The primary objective of the program is to admit full-time students and expose them to the synthetic environment of the design studio, providing an introductory experience that some students may wish to pursue further in graduate study in architecture or in professional fields that are closely or somewhat related to architecture. The program will emphasize general skills in critical reading, writing and analysis along with other problem solving skills applicable in a variety of situations.

Four specific student learning objectives of the program are:

- Demonstrate a thorough understanding of contemporary architecture discourse and its basis in 19<sup>th</sup> and 20<sup>th</sup> century approaches, thought, and practice.
- Demonstrate a basic understanding of the architectural design process, including familiarity with architecture design software such as Adobe Creative Suite.
- Raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.
- Understand the major contributors to design, theory, and criticism such as: Reyner Banham, Jean Baudrillard, Jacques Derrida, Peter Eisenman, Michel Foucault, Mario Gandelsonas, Jeffrey Kipnis, Rem Koolhaas, Sanford Kwinter, Lewis Mumford, Aldo Rossi, Colin Rowe, Denise Scott-Brown, Gianni Vattimo, and Robert Venturi.

## **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 to the College of Architecture is selective and competitive. The admissions standards are higher than minimum grade point average requirements of the University. The program will admit applicants who have completed two years of college at the University, other universities or colleges, or community colleges.

In all transferrable coursework applicants must earn a minimum cumulative grade point average (GPA) of 2.75 on a 4.00 scale and at least 60 semester credit hours at the time of enrollment to be considered for admission to this program. Course prerequisites for admission to the program are at the 100 and 200 level, including the following courses: Architecture and Society, Art History, Academic Writing I and II, and general education courses involving Analyzing the Natural World, Understanding Individual and Society, and Exploring World Cultures.

### Curriculum

The curriculum for the program consists of a minimum of 120 semester credit hours, including credits earned prior to admission to the program constituting at least 60 hours and including the prerequisite courses for admission to the program. The remaining 60 hours are to be completed at the University; 29 credits of which are from required core courses. The core courses consist of two 100-level courses in Design Foundations: Visual Studies, and Design Foundations: Physical Studies; two 200-level courses in Architectural Analysis, and Beginnings of Modern Architecture Theory; two 300-level courses in Design and the Environment, and Design and the City; and three 400-level courses in Contemporary Practices, Digital Design and Fabrication, and Special Topics. The remaining courses comprise at least 31 hours of electives consisting of courses in art history, humanities, liberal arts and sciences, English, and 16 hours of University electives selected with the advice of the faculty or academic advisors. To be in good academic standing, all students in the program will be required to maintain a minimum of 2.00 GPA in all courses completed for the degree.

The School of Architecture is currently working with the Dean of the College and the Director of Advancement to establish an Advisory Committee which will include leading professionals in the field. The Committee will serve in an advisory capacity to all of the School's academic programs at the baccalaureate and graduate levels. It is expected that the Advisory Committee formation will be finalized in Spring 2012.

## Assessment of Student Learning Outcomes

Assessment of student learning outcomes will consist of at least five modes of evaluation and the outcomes may be used to improve faculty teaching in the program:

- a. Examinations to test the comprehension and interpretation of major ideas in the history and theory of modern and postmodern architecture and design and the ability to analyze classic modernist histories of architectural design.
- b. Case study analyses to assess understanding of digital design and fabrication in contemporary practice.
- c. Design project assignments to assess students' design ability using various design and 3D modeling software.
- d. Writing evaluations to determine students' ability to raise clear and precise questions use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards through written texts.
- e. Mid-term and final evaluations that provide on-going dialogue among students and School of Architecture faculty and outside critics, and the students' learning experiences.

## Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Bachelor of Arts in Architectural Studies at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. The program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation by students of faculty teaching in the program, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the program, and the level of alumni and employer satisfaction with the program. Also the faculty will use measures such as the percent of graduates 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 School of Architecture is housed in the Art and Architectural Laboratories on the east side of the University campus. The School shares the building with the industrial design, graphic design, and electronic visualization/media programs of the School of Art and Design. The gross floor space of the School constitutes over 78,000 square feet with a studio allocation of nearly 30,000 square feet. There are three seminar rooms with dedicated LCD projectors for

faculty and student digital presentations and other instructional functions. In addition, some courses are to be offered in other campus buildings as needed. The existing spaces have more than adequate room for the existing B.S in Architecture, the Master of Architecture, and the proposed program.

The City of Chicago is one of the leading living laboratories of architecture in the world and it will be very accessible to students, faculty, and staff in the proposed program.

## Library

Library resources adequately support programs offered by the School of Architecture. The bibliographer responsible for the collection is confident the collection can be maintained at the current level to meet the need of the existing baccalaureate and graduate programs, as well as the proposed program.

Six key texts that will support this program include, Peter Collins' second edition, *Changing Ideals in Modern Architecture*; Michel Foucault, "Panopticism" in *Discipline and Punish*, and "Of Other Spaces" in *Architecture Culture: 1943–1968*; Robin Evans, "Figures, Doors and Passages" in *Translations from Drawing to Building and Other Essays*; C.E. Schhorske, "The Ringstrasse, its Critics, and the Birth of Urban Modernism" in *Fin-de-seicle Vienna: Politics and Culture*; and Dideir Rebois, "Architecture in the Dynamics of Networks," in *Architecture on the Move - Cities and Mobility*.

The University is situated within Chicago with numerous, cooperating education institutions that assist each other to offer the strong academic programs. The University is a member of Illinois' outstanding I-Share consortium of 76 academic libraries, including many collections within Chicago. Significant among them are the University of Illinois at Urbana-Champaign with the largest collection of any state operated public education institution in the nation, Columbia College, the Illinois Institute of Technology, and the Chicago Public Library. Also, numerous specialized libraries include the Library of the Chicago History Museum, the libraries of the University of Chicago and Northwestern University, Newberry Library, and the closely located Richard J. Daley Library.

## Technology and Instructional Resources

The School of Architecture has implemented a wireless network in all studios, and every incoming undergraduate and graduate student is required to purchase a laptop. As a result, all students have full computer and Internet access to their studio desktops. All students may print directly from their laptop computers to printers located in the School's printing lab, or from campus computer lab workstations. In support of this requirement, the School negotiates reduced pricing on computers and software for students. There is a number of site-licensed software currently in campus public computer labs, including Adobe Creative Studio CS, AutoCAD 2010, AutoDesk VIZ and many other AutoDesk programs, and Microsoft Office.

## 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.*

Proximity of the School of Architecture to the center of Chicago provides the School with ample opportunity to draw on a distinguished and cosmopolitan group of full-time and adjunct faculty with a variety of interests, philosophies, and specializations. Architects, historians, developers, theorists, engineers, and designers enrich the academic and cultural life of the School.

Currently, the School has 23 full-time faculty members of which 16 are tenured or on tenure track, seven clinicians, and 22 visiting or adjunct faculty from different generations and backgrounds. Three of the tenured faculty members are full professors, including a Spaniard. Seven of the full-time faculty members are associate professors of which one is African American, one is Canadian, and three are women. The eight assistant professors are from the U.S., Australia, Ireland, Spain, and Germany. The majority of the full-time faculty holds a professional degree in architecture and/or is a licensed architect. Ten faculty members will be responsible for the B.A. in Architectural Studies, including one professor, two associate professors, and five assistant professors. As a group, they are active scholars and professionals in architecture, having published extensively, been honored with prestigious awards, and/or received significant grants and contracts. They are more than qualified to support the proposed program.

### **Fiscal and Personnel Resources**

*1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based 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 Architectural Studies. The School of Architecture's current budget is adequate to support the existing degree programs and the proposed program when it is fully implemented. It is projected that establishment of the program will require additional resources of \$16,560 in the first year and \$33,120 in the fifth year. The small amounts are to cover the cost for the two new courses with the funds coming from internal reallocations from the School. Additional tuition revenue is expected from an increase in enrollment from proposed program majors, and from non-program majors who will enroll in ARCH 200, Architecture and Society, to meet a University undergraduate general education requirement. Existing faculty, staff, facilities, and library resources are adequate to support the proposed program. Any unforeseen resource need for the program will be met by internal reallocation from the School or the College.

### **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 no specialized accreditation for this program nor is there any licensure or certification requirement for the program. 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 Chicago's Bachelor of Arts in Architectural 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.uic.edu](http://www.uic.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 Architecture and the Arts or the School of Architecture upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Architectural Studies program proposed by the University of Illinois at Chicago 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.

### **University of Illinois at Urbana-Champaign**

**Proposed Center Title:** Center for Professional Responsibility in Business and Society  
**Region:** Chicago Region

*Projected Enrollments:* The enrollment criterion is not applicable to this proposal because this is a proposal for a center, not a degree program. However, the Center for Professional Responsibility in Business and Society does engage faculty and students to work on coursework and extra-curricular activities that provide the foundation for a lifetime of exercising professional responsibility.

### **Background**

University of Illinois at Urbana-Champaign (the University) requests Authority to Operate the Center for Professional Responsibility in Business and Society (the Center) to be housed within the College of Business. In March 2006, the College of Business announced the creation of the Center for Professional Responsibility in Business and Society; a full-time

Executive Director was hired in November 2007, and comprehensive operations began at that time. The Center was founded by two organizations that worked with the Chancellor, College of Business Dean, Department of Accountancy Head, and Department of Accountancy Assistant Head. The College of Business developed a proposal describing the numerous teaching, research and public contributions a center devoted to developing a greater understanding of professional responsibility in business could make to improve the conduct of business. Both founding funders wanted to make a positive impact on the decision-making frameworks young people would bring to the workplace, and this Center was designed to address this concern for the College of Business as well as other Colleges within and outside the University's campuses. Since its founding, additional contributions have been provided by organizations and individuals whose objectives are consistent with the Center's.

### **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.*

Because society depends on business professionals to exercise sound judgment and to perform with a high degree of competence while attending to daily matters, the Center focuses on these complex and multi-dimensional professional attributes and how they must be nurtured in order to be attained. The events of the last decade, beginning with Enron, WorldCom, and Tyco, among others, led to intense discussion about ways to ensure decisions like these would not be made by corporate and government employees in the future. The Center was developed and funded as a result of some of those discussions, and subsequent events in the State and across the globe. The economic meltdown of 2008, only further emphasized the need to educate those who will be the future leaders of business. Those who designed and support the Center are convinced a strong grounding in professional responsibility at the University will lead to well thought out business judgments in practice. The University of Illinois is recognized as a leader in educating leaders of regional and national business, and the size of the student body makes it possible to influence large numbers of students who will enter the workforce ready to exercise professional responsibility in their decision making. Their theoretical, grounding, and practiced skills will position them to make a sizeable difference in business outcomes. The Center supports the creation of coursework and extra-curricular activities that provide the foundation for a lifetime of exercising professional responsibility. Students have the chance to both explore professional responsibility concepts in the classroom and to exercise decision-making skills throughout their involvement in college and university activities, workplace internships, and study abroad.

### **Accomplishments**

Since its inception, the Center has attained significant accomplishments in the areas of Teaching and Curriculum Development, Research, and Corporate and Public Engagement. In Teaching and Curriculum Development, the creation of courses, modules, teaching notes, case studies and other educational material that can be used at educational institutions in Illinois, and throughout the nation, and around the world is one of the outcomes of the Center's activities. To date, the Center has been responsible, wholly or in part, for the development and delivery of six courses and a professional responsibility module in the Certificate in Entrepreneurship program offered in conjunction with the Institute for Genomic Biology. Approximately 4,600 students have taken Center sponsored courses.

In Research, The Center has made ten grants ranging from \$5,000 to \$37,500 to individuals and teams of faculty for the development of teaching materials, including the development of several courses and The Certificate in Entrepreneurship and Management for Scientists. In Fall 2010, the Center was named as a content and programming partner in a five year, \$5M National Science Foundation grant awarded to the University. The purpose of the grant is to create an on-line resource center for ethics in science, math, and engineering with focus on professional and research ethics.

In Corporate and Public Engagement, the Center tracks the number of relationships developed by its Center. A sample of the Center's current partners includes University of Illinois Institute of Government and Public Affairs (Advisory Board), Illinois CPA Society, Practicing Law Institute – Chicago Conference, Chicago Regional Business Ethics Network (CRBEN) – Founding and continuing member of CRBEN management team, Society for Corporate Compliance and Ethics - Chicago Regional Conference Advisory Board, United States Office of Government Ethics, The Conference Board Council on Global Business Conduct – Program Director, Universite de Cergy-Pontoise College of Law – Visiting Faculty, Ethics & Compliance Officer Association – Conference and Certification program.

Another measure of success is the number and range of sponsored or co-sponsored workshops, symposia, and other events. In conjunction with the Center, BP established a summer undergraduate internship in BP's compliance office. As a result, BP is continuing the internship program, recruiting exclusively for that position from the University of Illinois, and requiring applicants to have involvement with the Center. Another example is the Center sponsoring a Clinical Ethics Grand Rounds with the University of Illinois at Chicago Medical Center. With a grant from the Center for International Business Education and Research (CIBER) and support from BP, the Center planned and hosted, and plans to continue to host, professional responsibility strategy competitions (similar to a case competition). The Center is also the sponsor for the annual Leighton Lecture on Ethics and Leadership.

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

The Center for Professional Responsibility in Business and Society was founded to provide those who will be the future leaders of business with training in professional responsibility. Through the courses developed by the Center and the various activities of the Center, students will be grounded in the knowledge that business judgments must include weighing the good of society as part of a business decision. In the end, a good business decision includes ethical and professional responsibility for the society it serves and economic development occurs in the context of that commitment and responsibility. Establishment of the Center is synonymous with Goal 4 of the *Public Agenda*: by educating the future leaders of business in the requirements of professional responsibility, the University will further the development of sound businesses in the State and nation.

### **Comparable Institutes and Centers**

There are a few centers related to professional responsibility or professional ethics in the state of Illinois, including the Center for the Study of Ethics in the Professions at the Illinois Institute of Technology, the Institute for Business and Professional Ethics at the DePaul University, and the Program for the Study of Ethics at Western Illinois University. They have different missions than Center from the University of Illinois at Urbana-Champaign, varying primarily in scope and diversity of the activities and the involved students, faculty, and alumni base. The Center for Professional Responsibility and Society at the University of Illinois has a

broad purpose, focusing on supporting research and education on professional responsibility and decision-making in a wide range of business settings.

## **Mission and Objectives**

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

The mission and objectives of The Center for Professional Responsibility in Business and Society are consistent with what the name implies and with the mission of the University. The Center works cooperatively with multiple audiences including university faculty, students, and staff; professional and academic organizations; corporations; and governmental and non-governmental agencies to create scholarly and teaching resources that address ethics, compliance, and regulatory issues; to promote the development, implementation, and integration of curricula across disciplines that focus on the knowledge, skills, and attitudes necessary for professionals to act responsibly; to develop resources and services to increase awareness, understanding, and discussion of issues related to effective teaching and training in professional responsibility and ethics; to create platforms for discussion and dialogue among and between academics, students, professionals, professional organizations, regulatory agencies, and policymakers to facilitate the evolution of effective and appropriate professional and social responsibility policies and practices; to share and disseminate teaching materials for use by faculty at other colleges and universities; and to support the creation and sharing of academic research and educational materials that demonstrate the value of conducting business with a commitment to professional responsibility.

## **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.*

Assessment of a curriculum is not applicable since this is not a proposal for a degree program. However, the Center will support degree programs and academic units related to professional responsibility in the areas of business and business education, management, engineering, and law.

The Center is committed to continuous improvement and has adopted a variety of quality assurance processes. For example, the Center implemented a continuous improvement cycle for Business 101 and Business 301, its centerpiece courses within the College of Business. Another quality indicator is the number of educators adopting Center-produced educational materials. In a joint initiative with Deloitte, the Center produced auditor independence educational materials. More than 350 faculty members at more than 300 institutions around the world are using those

materials, including a DVD with scenarios, case studies, and teaching notes. To measure success in strengthening and expanding educational offerings, the Center also tracks enrollment counts in courses developed or enhanced wholly or in part by the Center and its affiliates.

In order to measure success in its programs and activities that serve the University's public engagement goal, the Center measures sponsored lectures, conferences and guest speakers that raise the level of public awareness regarding professional responsibility issues; presentations about professional responsibility as well as the centerpiece courses to a variety of internal and external academic and corporate audiences; occurrences of the Center being seen as a leader in professional responsibility education in the media; and dedicated gifts that are given to the Center as a result of the Center working with the college development office, company executives, alumni and other interested parties.

Similar to the cycle used for the University's new degree programs, the Center will submit a progress report to the IBHE staff at the end of the third year of operation. The report will include a summary of key areas of accomplishments and remaining challenges to be addressed. The Center will participate in the University's eight-year program review process using multiple measures to determine its strengths and weaknesses. Key factors that will be used in the assessment will include evaluation of the outcomes of the Center's primary objectives and priorities; including research productivity, publication and related outcomes, and public service in collaboration with existing and new partners. A summary of the review 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.*

As of December 1, 2011, the Center has two full-time employees, one in Chicago and one in Champaign. The Center has one office in the College of Business at the Illini Center in Chicago (201 S. Wacker Drive) for the Executive Director and one office in the College of Business in Champaign for the newly hired Assistant Director. Each office has a computer, printer, and a phone. No additional equipment or facilities are planned.

### **Faculty and Staff**

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

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

As indicated above, the Center is led by an Executive Director and an Assistant Director and supported by an external Advisory Board consisting of qualified faculty and administrators from participating colleges and departments and community members, and a Faculty Advisory Committee representing the Colleges of Business, Law, and Engineering.

### **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 state appropriations are being requested to support the Center.

The Center benefits from access to the extensive intellectual resources of a large and respected University, as well as the financial support of two founding organizations - an eight year, \$4 million pledge from the not-for-profit Deloitte Foundation, sponsored by Deloitte LLP, and a \$4 million settlement from the U.S. District Court for the Northern District of Illinois.

The Center's operating costs are covered by endowment funds held by the University of Illinois Foundation. The initial contribution to the endowment funds came from the judicial settlement; and by agreement, half of Deloitte's annual contribution is and will be contributed to the endowment funds each year.

Since the Center's founding, an additional \$51,980 in contributions has been received from nine organizations including BP, Stryker Medical, Alexian Brothers, the Society of Corporate Secretaries and Governance Professionals among others.

### **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.*

Accreditation and licensure are applicable only to degree programs and certificates, not to centers and institutes. However, the Higher Learning Commission (HLC) accreditation covers all programs at the University including centers and institutes.

## **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 University of Illinois at Urbana-Champaign's Center for Professional Responsibility in Business and Society, including a summary of the objectives, educational materials, research, and corporate and public engagement activities are published on the website, [www.business.illinois.edu/responsibility/](http://www.business.illinois.edu/responsibility/).

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Governors State University authorization to establish the Bachelor of Arts in Entrepreneurship and the Master of Arts in Teaching in Urban Teacher Education in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

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

*The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Center for Professional Responsibility in Business and Society 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.*