

**APPROVED**  
**OCTOBER 1, 2013**

Item #III-13  
October 1, 2013

**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 History in the South Metro Region
- Bachelor of Arts in Media Studies in the South Metro Region

University of Illinois at Springfield

- Bachelor of Science in Information Systems Security in the Central Region

University of Illinois at Urbana-Champaign

- TIAA-CREF Center for Farmland Research in the Prairie Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Governors State University**

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in History in the South Metro Region

*Projected Enrollments and Degrees:* Governors State University has projected that enrollment in the proposed Bachelor of Arts in History will grow from about 15 students in the first year to approximately 50 students in the fifth year. It is projected that five degrees will be awarded in the second year and up to 20 degrees will be awarded in the fifth year.

**Background**

Governors State University (GSU or the University) requests authority to offer the Bachelor of Arts (B.A.) in History in the South Metro Region. History courses have been taught at the University for more than 30 years as part of the general education curriculum and to support requirements for other degree programs in social sciences, early childhood, and elementary education. Four existing faculty members at GSU teach history courses in the College of Arts and Sciences. The proposed program will enable graduates to find employment in a wide variety of fields including government, non-governmental organizations, archives and libraries, and business and industry. The degree will also prepare graduates to meet the entrance requirements of law schools and other graduate programs.

**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.*

Baccalaureate programs in history are currently offered by 44 four-year institutions in the state. According to the Illinois Board of Higher Education (IBHE) Degree Program Inventory, these programs enrolled 4,350 students in Fall 2011; 522 and 438 students were enrolled at Illinois State University and University of Illinois at Urbana-Champaign respectively. These numbers attest to the continuing popularity of history majors among today's undergraduates. Each of the 12 public university campuses in Illinois offers a bachelor's program in history except GSU. With this program, GSU will fill a needed gap for prospective history majors in the University's region. Moreover, the proposed curriculum includes a unique requirement for students to take a course in Public History and Civic Engagement, which will ensure fluency in the application of historical methods to public sector and non-governmental organizations. The University stated that no other undergraduate history program in Illinois includes this particular requirement.

According to the *Occupational Outlook Handbook, 2010-2011*, employment of historians is expected to grow by 11 percent from 2008 to 2018. History majors possess broad training and education in writing, analytical research, and critical and coherent thinking skills that can be applied to many different occupations, including public policy work, work in cultural and social service organizations, and teaching history. Some graduates will pursue advanced degrees in law and graduate schools.

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

Governors State University's proposed B.A. in History will address Goals One, Two, and Three of *The Illinois Public Agenda*. Goal 1 is to "increase educational attainment to match best-performing states." This will be addressed by recruiting and educating students in the University's region who have limited opportunity to pursue and earn a bachelor's degree because of socioeconomic and other disadvantages.

Goal 2 is "to ensure college affordability for students, families, and taxpayers." This will be addressed through concerted efforts on the part of GSU to remain one of the most affordable institutions of higher learning in Illinois. One way of accomplishing this objective is through the Dual Degree program, which allows community college students to freeze their GSU tuition rates at the point when they begin their first two years of study.

Goal 3 is to "increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society." This will be addressed by educating and graduating students in the program and contributing to the number of high-quality baccalaureate degrees. Also, working in concert with the College of Arts and Sciences and other units at GSU, faculty who deliver the proposed program will strive to work with community colleges in the region to create a seamless transition for transfer students.

### **Comparable Programs in Illinois**

A number of four-year colleges and universities in Illinois currently offer baccalaureate programs in history, including all public university campuses except GSU. No institution in the South Metro Region offers a bachelor's program in history. Based on University admissions trend data, it is anticipated that most students enrolling in the proposed program will come from

GSU's region. The proposal for this program is advanced at this time because, until recently, GSU lacked the authority from IBHE to enroll freshmen.

### **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.*

Governors State University's B.A. in History is designed to provide its students with a rich and thorough education in U.S. and global studies, as well as developing academic and professional skills. The program will provide opportunities to participate in responsible citizenship and democratic engagement. Students will develop skills in critical thinking, oral and written communication, and research and information retrieval necessary to assess and analyze complex issues. These skills will prepare students for advanced studies and employment in many occupational sectors such as government, non-profit, public policy, and teaching. In addition, every student in the program will complete the two-semester world history survey, a course in public history and civic engagement, and a two-semester capstone project which includes an internship or a major research paper.

The goals and objectives of the B.A. in History are consistent with and support the University's mission and priorities and they address the goals of *The Illinois Public Agenda for College and Career Success*. The title of the degree program correctly depicts the key attributes of the proposed program.

### **Curriculum and Assessment**

*1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.*

### **Admission Requirements**

The University currently offers only graduate and upper-division undergraduate programs. The proposed admission policy of freshmen is effective in summer 2014 in preparation for freshmen enrollment in the fall. Other considerations for admission, beyond those described in the following sections, include credits for military service, requirements for international students, and advanced placement.

Admission requirements for a transfer student include:

- an earned associate of arts, an associate of science, or an associate of arts in teaching; or

- completion of at least 45 semester hours or 67.5 quarter hours, an application for a dual admission program at both GSU and a community college, and a signed a dual admission agreement.

Admission requirements for a high school graduate applicant beginning in 2014 include:

- submission of ACT/SAT scores;
- a letter of application to the program describing the student's interest and motivation to attend GSU, current/past commitment to civic engagement and community service, and a summary about a major obstacle faced by the student; and
- completion of the state's recommended courses for admission to a public university. These recommended courses consist of four years of English, three years of math, two years of social sciences, and two to three years of fine arts or foreign language, all of them constituting a minimum of 15 high school credits. However, GSU's requirements are higher, consisting of 18 to 20 high school credits.

## Curriculum

The B.A. in History consists of 120 semester hours of which 21 semester hours are for required core courses, 12 semester hours for one of two tracks in American History or Global Studies, 37 hours for general education requirements, and 50 hours for general elective courses. Requirements for the major consist of 33 semester hours, including seven required core courses. Three of the seven core courses, as well as most of the courses in both tracks, are at the 400 level.

The seven required core courses encompass U.S. History I and II, World History I and II, Public History and Civic Engagement, as well as Capstone courses I and II. The 14 courses that will support the track in Global Studies cover many topics, including Global History, Modern African History, Middle Eastern History, Chinese History, Latin America to Independence, Latin America from Independence, Women in World History, Modern European History, and Internship in History. The track in Global Studies is offered instead of one or more tracks in traditional specializations or concentrations in regional history such as British History, Central American History, or Japanese History because existing faculty members do not have the necessary expertise to support such areas of specializations. Students who will elect the Track in Global Studies will gain a generalized knowledge on trends in global history.

## Assessment of Student Learning Outcomes

At the completion of this program, a student should be able to do the following: 1) use advanced literacy skills inclusive of reading historical texts and articles, writing history papers, and presenting findings in historical studies through public speaking; 2) apply critical thinking, analysis, and problem-solving skills to the study of history; 3) incorporate global and cross-cultural themes in history and apply them to civic knowledge; and 4) demonstrate knowledge of historical methods, sources, research, data collection and analysis, and/or related technologies.

Assessment of student learning outcomes in this program will be accomplished using a number of evaluation tools including tests and exams in program courses and evaluation of student performance in the internship. The required Senior Capstone I and II courses serve as culminating assessments of student learning. Students in the capstone courses will complete a significant writing project using primary sources under the supervision of a faculty member.

Finally, students will be required to maintain a minimum 2.00 grade point average out of 4.00 throughout the program.

#### Program Assessment

Consistent with the IBHE requirements, the University will submit to a progress report on the B.A. in History program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. Program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research, scholarship and public service, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. Graduates of the program will be tracked to determine the extent or number of those who are or have pursued professional and graduate studies. In addition, the faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

#### **Facilities (space, equipment, instructional materials)**

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

Currently GSU has over 20 well-equipped classrooms to support this and other existing programs. The facilities include ceiling-mounted LCD projectors and projection screens, podium housing a network of computers, VCR-DVD players, and wireless and hardware Internet connections available to students. The program faculty and students will have access to the academic computing center, computer labs, and lecture halls.

Students taking online or web-hybrid courses will have full online access to the Academic Computing Center HELP Desk, University Library, Writing Center, Office of Student Life, and the Academic Resource Center. In addition, the College of Arts and Sciences will obtain memoranda of understanding with outside agencies/organizations to support student internships.

#### Technology and Instructional Resources

GSU has extensive instructional technology resources to support its programmatic offerings, including the proposed B.A. in History. For example, the University has 54 internet-linked computers in the main University Library. The Library has laptop tables with power outlets and wireless access for those who use their computers. Students can use a number of computer databases, including 75 electronic reference sources and aggregation services, and the Voyager online book catalog. Library personnel work with students and faculty to explain how to

access electronic databases and find other materials for academic and research projects. Besides presenting workshops, librarians will meet with students and faculty to address any special need for access to special subjects.

## Library

GSU's main library maintains a significant collection of library books comprising more than one half a million volumes and 51,237 current serial titles. It provides access to numerous digital resources designed to support teaching, learning and research. In addition, the library has over one million microfilm units, 4,571 e-books, and 28,715 audiovisual materials. Additionally, the University's participation in I-Share, the state's consortium of academic and research libraries, enables its students and faculty members to search from over 16 million titles of holdings of 65 libraries and to borrow materials through the catalog system.

To meet the needs of this program for library materials, the Social Sciences librarian is requesting \$10,000 over the next five years. Purchases using these funds will include reserve copies of textbooks for the required history survey courses and subscriptions to needed academic journals in history and related fields. Examples of the books to be purchased are: Carol Berkin, et al, *Making America*, Eric Foner, *Give Me Liberty!*, and McCay, et al, *A History of World Societies*. Already, the library has databases that are germane to the proposed program, such as EBSCO databases; *Project Muse*, a leading provider of digital humanities and social sciences content; and JSTOR which supplies scholarly contents to libraries, students and faculty. JSTOR has 6,147 titles in history, 8,689 titles in social sciences, and 6,445 titles in the humanities.

## 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.*

The proposed B.A. in History will be supported by up to seven doctoral faculty members by the fourth year of its operation. Currently, five qualified faculty members have been instrumental in the development of this program. Their combined areas of expertise include the following: American history and global studies (e.g., African, Middle Eastern, Russian and Eastern European, and Chinese history). To augment the expertise of the existing faculty members, the University plans to hire two additional faculty members with appropriate doctoral qualifications in 2015 and in 2018. Prior to 2015, adjunct faculty members with at least a master's degree will be hired to support areas such as history of East and South Asia and Europe.

## 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 offer the B.A. in History because current and future resources will be adequate to meet the requirements of the program. It is projected that \$60,000 will be added to support the program in its second year of operation to pay for needed resources such as textbooks and other vital resources. Additionally, \$120,000 is tentatively budgeted for

hiring two new faculty members with appropriate doctorates in 2015 and 2018 to cover areas that will temporarily be supported by qualified adjunct faculty members with master's degrees. The additional funding for the program will come from internal reallocations from the University and the College, as well as tuition paid by students admitted to the program.

### **Accreditation and Licensure**

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

*1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.*

*1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

There is currently no specialized accreditation for degree programs in history. However, GSU is accredited by the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges. The HLC accreditation covers all degree programs offered by the University. The state does not currently require any certification in history.

### **Program Information**

*1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about Governors State University's B.A. in History, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as university and undergraduate 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 hard copy in the University's catalog and similar information may be available from the College of Arts and Sciences upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in History 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 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Media Studies in the South Metro Region

*Projected Enrollments and Degrees:* Governors State University has projected that enrollment in the proposed Bachelor of Arts in Media Studies will grow from about 25 students in the first year to approximately 70 students in the fifth year. It has projected also that about eight degrees will be awarded in the second year and approximately 45 degrees will be awarded in the fifth year.

**Background**

Governors State University (GSU or the University) requests the Illinois Board of Higher Education (IBHE) authority to offer a Bachelor of Arts (B.A.) in Media Studies in the South Metro Region. Currently, the University has approximately 7,800 students; it offers 23 bachelor's, 27 master's, and five doctoral degree programs. The University provides educational opportunities to a diverse student population comprised of working adults, transfer students, and full- and part-time students. GSU was established in 1969 as an upper division university offering courses to undergraduate students at the junior and senior years. However, IBHE has granted the University authority to admit freshmen beginning in fall 2014. The authority has enabled the University to develop and establish new four-year baccalaureate degree programs including the proposed program to meet the needs of students in the region who wish to enroll at GSU as freshmen. At the same time, the University will continue its successful, award-winning Dual Degree Program which encourages students to complete associate degrees at one of ten regional community college partners to promote a smooth transition for students to complete their baccalaureate degrees at GSU.

The B.A. in Media Studies is designed to focus on emerging media and convergent technologies with the Division of Communication within the College of Arts and Sciences. This division houses the University's state-of-the-art television production studio whose staff consists of Emmy award winning producers and directors. The proposed program is consistent with GSU's Academic Master Plan approved by its Board of Trustees. Prior to the development of this program, the initial program faculty consulted with many authorities in the discipline, including industry experts with opportunities for student internships, as well needed expertise about entry-level jobs for graduates of the program. Regional, state, and national programs in the field, as well as faculty from the College of Arts and Science, were also consulted to ensure this program will feature a strong interdisciplinary component. The curriculum will be complemented by course offerings in art, media and communication studies, independent film digital imaging, history, and anthropology.

**Need**

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

The proposed baccalaureate program in Media Studies is unique because no college or university offers it in the region. Moreover, only five similar bachelor's programs are currently offered in the state. These programs are offered by Columbia College, DePaul University, Loyola University, Northeastern Illinois University, and the University of Illinois at Urbana-Champaign. The nearest of these programs is about 30 miles away from GSU. With the

estimated \$249 per credit hour for the proposed program, the next lowest tuition is \$275 at Northeastern Illinois University. Per credit hour cost at the remaining four institutions are \$498 at the University of Illinois at Urbana-Champaign, \$1,055 at DePaul University, \$1,367 at Loyola University, and \$1,674 at Columbia College. Because GSU is significantly more affordable than most of other five institutions, the proposed program will offer great value to its students.

As the only program of its kind in the University's region, the B.A. in Media Studies will provide opportunities for place-bound students in the region to earn a bachelor's degree in media studies. Moreover, the City of Chicago, the third largest media market in the country, is within 30 miles from GSU and as such, the media resources in the city will be accessible to students and faculty of the program for internships, employment opportunities, and other industry-related resources.

GSU's feasibility study and consultation with representatives of the media industry found a relatively strong student demand for this program. According to the occupational projections for 2010 to 2020 by the Illinois Department of Employment (IDES) for film and video-related occupations, the growth is 10.5 percent which is higher than the 8.6 percent average for all occupations. Also, IDES data for the period indicate the following annual job openings in Illinois: 1,302 for advertising, marketing, PR and sales managers; and 3,429 for arts, design, entertainment, and sports media. The Illinois Industry Employment Projections for 2008 to 2018 indicate growth in the regions in Cook, DuPage, Will, Grundy, Kankakee, and Livingston counties in Internet-related publishing, broadcasting, and publishing. Program graduates will be eligible for employment in a range of industries including the arts, entertainment, and social and civic organizations.

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

Governors State University's proposed B.A. in Media Studies will address Goals 1, 2, and 3 of *The Illinois Public Agenda*.

Goal 1, to "increase educational attainment to match best-performing states," will be addressed by recruiting and educating students in the University's region who have limited opportunity to pursue and earn a bachelor's degree because of socioeconomic and other disadvantages in the region as well as the limited number of baccalaureate degree programs offered by the University at this time.

Goal 2, to "ensure college affordability for students, families, and taxpayers," will be addressed by GSU through its commitment to remain one of the most affordable institutions of higher learning in Illinois. One way of accomplishing this objective is through the Dual Degree program designed to freeze tuition of transfer students to GSU for the remaining two years of undergraduate studies at the University. Another means is the comparatively low per credit hour cost at GSU.

Goal 3, to "increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society," will be addressed by recruiting, educating, and graduating students in the program and contributing to increasing the number of high quality baccalaureate degree recipients to meet the state's need.

## **Comparable Programs in Illinois**

No bachelor's degree programs in media studies are currently offered in GSU's service region. Compared to many fields of studies such as computer science, mathematics, history, nursing, and business administration, only five baccalaureate programs are currently offered in media studies in Illinois.

## **Mission and Objectives**

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

The curriculum of the multidisciplinary B.A. in Media Studies is designed to prepare students to plan, manage, and produce media in a global and multicultural environment. The program will include instruction in television and trans-media production; studio and independent field production; social media and emerging media cultures; the regional media industry including public media, global, and non-western media systems; and substantive study in the liberal arts. The curriculum is complemented by course offerings in media communication and by courses in art, independent film and digital imaging, history, anthropology, political science, and intercultural studies.

At the completion of the program, a student is expected to demonstrate eight specific competencies, including ability to:

1. Evaluate local, national, and international perspectives and implications of the changing media environment, emerging technologies, and production practices.
2. Demonstrate exemplary media production skills, and practices.
3. Adapt media skills and knowledge to current and emerging opportunities.
4. Understand the relationships of media, history, theory, and practice.
5. Foster meaningful interdisciplinary relationships.
6. Communicate effectively and with integrity.

The goals and objectives of the B.A. in Media Studies are consistent with and support the University's mission and priorities and they address the goals of *The Illinois Public Agenda for College and Career Success*. The title of the degree program correctly depicts key attributes of the program.

## **Curriculum and Assessment**

*1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that*

*has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.*

## Admission Requirements

The University currently offers only graduate and upper-division undergraduate programs. The proposed admission policy of freshmen is effective in summer 2014 in preparation for freshmen enrollment in the fall. Other considerations for admission, beyond those described in the following sections, include credits for military service, requirements for international students, and advanced placement.

Admission requirements for transfer students include:

- an earned associate of arts, an associate of science, or an associate of arts in teaching; or
- completion of at least 45 semester hours or 67.5 quarter hours, an application for a dual admission program at both GSU and a community college, and a signed a dual admission agreement.

Admission requirements for high school graduate applicants include:

- submission of ACT/SAT scores;
- a letter of application to the program describing the student's interest and motivation to attend GSU, current/past commitment to civic engagement and community service, and a summary about a major obstacle faced by the student; and
- completion of the state's recommended courses for admission to a public university consisting of four years of English, three years of Math, two years of social sciences, and two to three years of fine arts or foreign language, all of them constituting a minimum of 15 high school credits. However, GSU's preferred requirements are higher. They consist of 18 to 20 high school credits.

## Curriculum

The curriculum of the B.A. in Media Studies consists of 120 semester hours including: nine hours from foundation courses, 24 hours from required core courses, 24 hours for each of three concentrations, 37 hours from general education courses, six hours for media studies electives, and 20 hours for general electives. The required core courses cover topics such as Digital Video Writing, Public Address and Rhetorical Skills, Communication Research, and Communication Ethics. Students must also complete at least one course from each of three groups of courses encompassing comparative studies, interdisciplinary method or approach, and advanced writing. Examples of courses in advanced writing include Advanced Composition, Technical Writing, and Writing for Multimedia.

Students in this program must complete one of three concentrations: Media Industry and Production, Networking and Participatory Culture, or Global Media and Information Flow. All courses that support each concentration are at the 300 and 400 levels including one course to support internship. For example, courses that support the Concentration in Media Industry and Production cover primarily topics related to media and its production, including future television, media platforms, directing for screen and stage, and technical aspects of audio and video media editing and production. The Concentration in Global Media and Information Flow is supported by courses about regional and global aspects of media such as Western Media Systems, Media

Globalization, Asian Media Systems, Latin America Media Systems, Hollywood, Public Media, and Future Television.

#### Assessment of Student Learning Outcomes

Student outcomes will be evaluated using tests, class assignments, and a portfolio. The portfolio has four elements: a digital online portfolio website, a statement of accomplishments in the program, an up-to-date resume, and a catalog of the student's production accomplishments in video, podcast, or other forms of media production. Other student outcomes will be assessed in culminating experiences such as the senior seminar, capstone course, and internship. The assessment of internship includes the student's report evaluated by the faculty, evaluation by the supervisor at the internship site, and the evaluation of the student's performance by the internship faculty coordinator.

#### Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the B.A. in Media Studies program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. The program faculty and the Provost's staff will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research, scholarship and public service, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the percent of graduates of this program employed in occupations closely related to the discipline. Additionally, the program's Advisory Review Board consisting of leading academics and professionals in the media industry will review this program and submit reports prior to the eight year program review of 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.

#### **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.*

Currently GSU has over 20 well-equipped classrooms available to support this and other existing programs. The facilities include ceiling-mounted LCD projectors and projection screens, a podium housing a network of computers, VCR-DVD players, and wireless and hardware Internet connections. The program faculty and students will have access to the academic computing center, dedicated classrooms and computer labs, and lecture halls. It will use GSU's media labs and studios of the Art, Communication, and Communication Training and Independent Film and Digital Imaging programs.

All students will have full online access to the Academic Computing Center HELP Desk, University Library, Writing Center, Office of Student Life, and the Academic Resource Center. In addition, the College of Arts and Sciences will obtain memoranda of understanding with outside agencies/organizations with appropriate facilities and equipment for student internships.

#### Technology and Instructional Resources

GSU has significant instructional technology resources to support its programmatic offerings. For example, the University has 54 computers in the main University Library that are linked to the Internet. The Library has laptop tables with power outlets and wireless access for those who wish to use their computers.

The faculty has already submitted grant proposals for program development to organizations such as the National Endowment for the Humanities Education Division and the National Endowment for the Arts Research: Art Works. An international co-production project is being explored in which GSU faculty from the Independent Film Program and this program will undertake documentary/multimedia production exchanges with universities in Toronto, Canada. In addition, the program faculty is exploring the possibility of getting outside technology sponsorships for equipment and facilities from national and international media companies such as Canon and Adobe. Pursuit of external funding opportunities will be ongoing.

#### Library

GSU's main library maintains a significant collection of library books constituting more than one half a million volumes and 51,237 current serial titles and it provides access to numerous digital resources for teaching, learning, and research. It has over one million microfilm units, 4,571 e-books, and 28,715 audiovisual materials. The University's participation in I-Share, the state's consortium of academic and research libraries, enables its students and faculty members to search from over 16 million titles of holdings of 65 libraries and to borrow materials through the catalog system. In addition to presenting workshops, librarians meet with students and faculty to address any special needs of degree programs.

The B.A. in Media Studies will be supported by a list of over 50 books, including:

- *Reading Media Theory: Thinkers, Approaches, Context*, (2<sup>nd</sup> Edition),
- *Designing Virtual Worlds*,
- *Game Theory and the Humanities: Bridging Two Worlds*,
- *Writing for Digital Media*,
- *Changing Direction: A Practical Approach to Directing Actors in Film*,
- *The Myth of Media Globalization*,
- *Fans, Gamers, and Bloggers: Understanding Participatory Culture*,
- *Media and Democratic Transition in South Korea*,
- *The Media in Latin America*,
- *Net Smart: How to Thrive Online* , and
- *Media and Morality*.

Currently, GSU faculty and students have access to a wide range of journals related to the media studies program, including new media. There are 130 titles in journalism and communications, including radio and broadcasting. There are 932 titles in music, dance, drama, and film. A number of relevant databases are available, including JSTOR, EBSCO, *Academic*

*Lexis Nexis, Project Mouse, and Proquest, as well as streaming media databases. Also, the library will acquire Film & Television Literature Index with full text as well as 13 multimedia books.*

### **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.*

The proposed B.A. in Media Studies will be supported by four qualified, primary faculty members; one is a professor, another is an associate professor, and the other two are assistant professors. They have expertise in vital areas in media studies including: production and theory, social networking and participatory culture, and global media. Additional faculty support will come from a number of faculty members at GSU in the liberal arts disciplines such as history, anthropology, political science, and intercultural studies. The program will maintain a strong association with leading experts in the media industry, and some of them may serve as adjunct faculty in their areas of expertise. Relevant firms and organizations will provide internship opportunities and internship supervisors to students in the 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 offer the B.A. in Media Studies because current and future resources will be adequate to meet the needs of the program. In addition to the current budget, it is projected that an additional \$60,000 and \$5,000 will support the program in the first and second years, respectively. These funds will come from internal reallocations from the University and the College, as well as tuition paid by students admitted to the program.

### **Accreditation and Licensure**

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

*1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.*

*1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure*

*examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

There is currently no specialized accreditation for degree programs in fields related to media studies. However, GSU is accredited by the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges. The HLC accreditation covers all degree programs offered by the University.

There is no certification or licensure required by the state for programs in media studies.

### **Program Information**

*1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about Governors State University's B.A. in Media Studies program, 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 hard copy in the University's catalog and similar information may be available from the College of Arts and Sciences upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Media Studies 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 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 Springfield**

**Proposed Program Title in Region of Authorization:** Bachelor of Science in Information Systems Security in the Central Region

*Projected Enrollments and Degrees:* The University of Illinois at Springfield has projected that enrollment in the proposed Bachelor of Science in Information Systems Security will grow from about 12 students in the first year to approximately 51 students in the fifth year. It is projected that about four degrees will be awarded in the second year and approximately 27 degrees will be awarded in the fifth year.

### **Background**

The University of Illinois at Springfield (UIS or the University) requests the Illinois Board of Higher Education (IBHE) grant authority to offer a new Bachelor of Science (B.S.) in Information Systems Security in the Central Higher Education Region. The program is designed to prepare its students to: 1) exhibit understanding of the crucial concepts of information systems security; 2) demonstrate and communicate best security practices and ethics; and 3) design and implement secure information systems.

The UIS Computer Science Department has been preparing for several years to offer the B.S. in Information Systems Security. In 2006, the Department was certified by the Committee of National Security Systems and the National Security Agency. In 2009, the Department

became a National Center for Academic Excellence and Information Assurance Education. UIS is also a partner in the National Science Foundation's (NSF) National Resource Center for Systems Security and Information Assurance. These certifications and recognitions demonstrate that the Department remains on the cutting edge in information systems security. In addition, the department is a member of the National Center for Academic Excellence and Information Assurance Education, meaning the department is an active partner in a large support network that provides resources for national security research collaboration and security education. The many benefits of being a part of this group of distinguished partners are extended to students in this program in the form of cutting edge curricula, research involvement, and up-to-date facilities and equipment.

The Computer Science Department has been a host to many conferences and workshops on information security including serving as a nine-time host of The Cyber Defense and Disaster Recovery Conference and also as a host of the "Cyber Citizen Forum: Stop, Think, Connect" campaign. Some faculty members in the Department have expertise in information security and work with the FBI. Over \$2 million in grants have been awarded to the faculty in the Department and some of the funds and/or outcomes of faculty productivity have and will contribute to the development of this program. The department faculty's extensive experience has led to the expansion of curricular offerings of security courses such as network security, intrusion detection, and secure programming, all of which will be valuable, well-developed courses for the proposed program. It is therefore appropriate for the Department to seek to offer the proposed program in information systems security.

The University currently offers a B.S. and an M.S. in Computer Science, which enrolled 292 and 275 students, respectively, in Fall 2011. Closely-related B.S in Mathematics, as well as a B.S. in Management Information Systems and an M.S. in Management Information Systems are also offered by UIS. The M.S. in Computer Science is offered both on campus and online. The University is an award-winning national leader in offering degrees online. Raymond Schroeder, the Associate Vice Chancellor for Online Learning and former Director of Center for Online Learning, Research and Service, is a Sloan Consortium Distinguished Scholar in Online Learning, the highest individual award in the field, and a Charter Sloan Consortium Fellow. These resources and distinction will contribute directly or indirectly to the success of 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.*

While occupational demand in many fields is minimal to modest or even declining, demand for information security professionals in both private and public sectors is increasing at a high rate because there are not enough security professionals to meet the security needs of the state and nation. Information security affects the nation's safety and economic viability, and concern for information security pervades every aspect of computer systems. Illinois, like the rest of the nation, does not have enough highly qualified security professionals to meet the needs of employers, and the gap is increasing. According to the projections of the Illinois Department of Employment Security (IDES), employment of information technologists (IT) security analysts and web developers in Illinois will grow by 19.2 percent between 2010 and 2020 compared to 8.6 percent for all occupations. The current and future need for IT professionals has fueled higher

investment by employers of computer information security professionals consistent with data in the *2011 Salary Guide for Technology Professionals* by Robert Hall and Associates, a leading staffing and consulting firm. They have reported that 45 percent of Chief Information Officers plan to invest more in information security. This is the highest of all investment areas.

IDES' data indicate that computer specialist jobs, which include information security specialists, will increase by 18,600 positions between 2008 and 2018. Compared to 324 students enrolled in baccalaureate information security programs in Illinois in 2011, the projected number of jobs cannot be met by the current number of students enrolled in programs similar to the proposed B.S. in Information System Security. At the national level, it is expected that the Department of Homeland Security will expand its security labor force by over 50 percent over the next year according to a *Federal Times* 2011 article. An increasing shortage of specialists in information security is one of the manifestations of the growing demand for professionals with strong science, technology, engineering, and mathematics (STEM) educational backgrounds that President Obama and other leaders have spoken about.

**Institutional Completion Rates**

*1050.30(b)(1)(G): provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree-completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

The University of Illinois at Springfield is in the primarily baccalaureate-granting, selective-admission comparison group in Illinois. Cohort graduation is based on those seeking a bachelor's degree.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
60.9%	52.3%	54.9%	24/65
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
27.6	22.2	22.2	6/67

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

The University of Illinois at Springfield's proposed B.S. in Information Systems Security program will address Goals 3 and 4, and to some extent the other goals of *The Illinois Public Agenda*.

Goal 3, to “increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society,” will be addressed by recruiting, educating, and graduating students in the program. This program will contribute to increasing the number of high-quality baccalaureate degree recipients in a field of critical occupational and national security needs.

Goal 4, to “better integrate Illinois’ educational, research, and innovation assets to meet economic need of the state and its regions,” will be addressed by increasing research and innovation in information security and closely related fields for state and national security. This will not be a new frontier because the Department is already significantly engaged in these areas, and its capability is validated by federal agencies as well as multi-million dollar grant awards to faculty of the Department.

Also, a concerted effort will be made to address Goal 1, to “increase educational attainment to match best-performing states,” by recruiting underrepresented groups, including minority and women students who do not participate in sufficient numbers in STEM fields.

### **Comparable Programs in Illinois**

Five Illinois colleges and universities offer degree programs similar to the proposed program in Information Systems Security. They are DePaul University, Lewis University, Loyola University, Westwood College, and ITT Technical Institute. A total of 325 students were enrolled in the programs in 2011 according to IBHE Degree Program Inventory. This number is far from meeting the need for IT professionals in the field.

### **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.*

Information Systems Security is concerned with protecting the confidentiality, availability, and integrity of information in computer systems. The increasing concern of computer security pervades every aspect of business and government as well as the day-to-day life of individuals. Therefore, it is essential to educate more new security professionals in order to mitigate current and future security threats and protect public and private critical infrastructure.

The primary objectives of the B.S. in Information Systems Security are to prepare its students to: 1) exhibit understanding of the crucial concepts of information systems security; 2) demonstrate and communicate the best computer information security practices grounded in ethics; and 3) design and implement secure information systems. To accomplish these objectives, the program faculty will lead students to utilize a variety of cutting-edge technologies and labs in many hands-on learning activities in the discipline. Initially, students will learn the fundamentals of information security including design and implementation of secure systems, security assessment, and computer security ethics. In addition to classroom activities, student will engage in challenging applications of the concepts learned in the classrooms and labs to various opportunities for internships toward the end of their studies.

Graduates of the proposed program will have the necessary knowledge and skill set, including hands-on experience that translate directly to security-centric careers in network and computer administration, systems analysis, computer support, and others. Additionally, graduates

will be equipped to enter into related graduate level programs in computer science or closely related fields.

The mission of the degree program is consistent with and supports the educational mission of the University. The title of the program appropriately reflects its main functions.

### **Curriculum and Assessment**

*1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.*

### **Admission Requirements**

Admission requirements for the B.S. in Information Systems Security for high school graduates are based on college preparatory curricula and academic work and also grade trends and the rigor of courses completed throughout high school. The minimum requirements are based on the IBHE and State of Illinois recommended set of high school courses that should be completed for admission to public universities. They consist of:

- Four years of academic English with emphasis on written and oral communication and literature;
- Three years of college preparatory mathematics, selected from algebra, geometry, advanced algebra, pre-calculus, trigonometry, and calculus;
- Three years of laboratory science, selected from biology, chemistry, geology, physical science, astronomy, and physics;
- Three years of social studies with emphasis on history and government and additional courses in fields such as economics, geography, political science, psychology, and sociology; and
- Two years of one foreign language, or two years of fine arts, selected from art, music, dance, and theater.

Other credentials may be considered, including class rank, grade point average, and ACT or SAT scores.

Transfer admission requirements consist of an earned Associate of Arts, Associate of Science, Associate of Arts and Science, an Associate of Arts in Teaching from a regionally accredited Illinois community college or a functional equivalent with a minimum grade point average of 2.00 on a 4.00 scale. The transfer student is expected to have completed two semesters of Java programming, and one semester each of calculus, discrete mathematics, and statistics.

## Curriculum

Security is ubiquitous in every aspect of technology, especially information technology as it requires knowledge of programming, networking, computer administration, systems analysis, current and future security threats, and the knowledge and application of ethics and law. To provide students in this program the requisite knowledge and skills of these areas, the curriculum of the B.S. in Information Systems Security is composed of 120 semester hours. Required courses are as follows: 36 semester hours for the major including 24 hours from required core courses, 12 hours from information security elective courses, 17 hours from prerequisites, and 37 hours from general education courses. Requirements for transfer students include 17 hours of prerequisites from courses in computer programming concepts and other STEM courses, which a student should have completed prior to transferring to UIS.

Courses designed for the core requirements for the major focus on these topics:

- Introduction to Networks;
- Foundations on Network Security and Information Assurance;
- Network Security and Computer Ethics;
- Systems Programming Languages;
- Network Administration; and
- Systems Security and Information Assurance Capstone.

To satisfy the requirements for the information systems security electives, a student must complete three of the following courses: Intrusion Detection System, Hardware/Firewall Security Implementation, Secure Programming, and Computer Forensics. In addition to these electives, students are given opportunity for Applied Study Term internships in qualified organizations where each student is rigorously evaluated by a field supervisor who monitors the student's field work daily and provides feedback to the program faculty. Also, a faculty supervisor conducts site visit meetings with the intern and the site supervisor. Examples of organizations that will provide internship to students in the program are: Horace Mann Insurance, State Farm Insurance Companies, UIS Technical Support Center, State of Illinois agencies, and Country Financial ITS.

## Assessment of Student Learning Outcomes

Student learning outcomes will be assessed using a number of evaluation tools, including tests and examinations in courses, student performance in lab assignments, and evaluation reports of student performance in internships from site supervisors and faculty responsible for each intern. Each course has a set of student learning objectives that helps the instructor determine how each student is doing in the course. For example, in the Systems Programming Languages course, students will demonstrate ability to use proper syntax, data types, control structures, and storage management. At the end of the Foundation of Network Security and Information Assurance course, each student will use tools designed to detect and prevent unauthorized access, learn to identify system resources at risk to malicious attacks, and demonstrate how to identify vulnerabilities in the system including the use of penetration analysis, and scanners, among others. Where low performance or scores have occurred, areas of weakness and potential weakness in achieving the relevant learning objectives will be identified and addressed by the faculty responsible for the course or assignments.

## Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the B.S. in Information Systems Security program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. The program faculty, the College Curriculum Committee, the Dean, and the Provost's staff will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research, scholarship and public service, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the percentages of graduates of this program employed in occupations closely related to the discipline. Additionally, the Department's ability to maintain its certification by the National Center for Academic Excellence in Information Assurance Education will be a validation of the quality of this program because the expertise of the faculty in the areas of the certification will benefit students in 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.

### **Facilities (space, equipment, instructional materials)**

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

The Department of Computer Science administers both the B.S. and M.S. in Computer Science programs. These programs have sufficient facilities, including buildings, offices, classrooms, and lab necessary for the existing programs and the proposed program. Currently multiple laboratories are dedicated solely to information security related courses. Students will have access to many cutting-edge laboratories and equipment acquired with state funds, research grants, and private funding, such as over \$100,000 from State Farm Insurance and over \$200,000 received for Cisco equipment. The Department's national recognition by federal agencies is partially based on the high quality of existing facilities and equipment. No new equipment or facilities are needed to establish this program.

### Technology and Instructional Resources

The UIS Department of Computer Science has sufficient high-quality instructional technology including dedicated labs that will support this program and its two computer science programs. As some students in this program will take courses online, the Department's faculty expertise and the University's online resources will be put to good use by this program's students and faculty members.

## Library

UIS' Brookens Library provides over \$80,000 in library resources to support computer science teaching and research. The Library maintains subscriptions to electronic libraries, including the Association for Computing Machinery (ACM), and the Institute of Electrical & Electronics Engineers (IEEE) digital publication libraries at a significant expense. ACM Digital Library includes the complete collection of ACM's publications, including over 300,000 full-text articles and the Master SIG Package which includes conference proceedings and technical newsletters. IEEE/IET Digital Library contains over 11,000 publication titles and over 2 million full-text documents. This database has IEEE research as far back as 1893. Further, the Springer e-book and journal collection is another database with many e-books and full-text journals in the field of computer science purchased by the Library to support the teaching and research of the Department. To serve the Department, the Library employs a liaison for the Department to conduct regular resource workshops for faculty and students.

Other conference proceedings are available through the Library that will support this program and other programs in the Department of Computer Science. Examples are ACM's Conference on Computer and Communication Security, Workshop on Wireless Security, Workshop on Visualization and Data Mining of Computer Security, and IEEE's Symposium on Security and Privacy. Additionally, many journals about computer security that will support this program are available at UIS.

## 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.*

The University's Department of Computer Science has 12 full-time faculty who will teach courses for the proposed program. Eight of the faculty have earned Ph.D.s in Computer Science or closely related fields and the others are pursuing doctoral degrees. In addition, the Department has nine part-time faculty members with appropriate qualifications who will support the proposed program as needed. Therefore, no additional faculty resources are needed at this time for the B.S. in Information Systems Security.

The educational backgrounds of the faculty as well as their extensive experiences in academe and industry exemplify the fields of computer security and computer science. Some are very active scholars who have published 20 to 30 articles in refereed journals and one faculty member has published 50 articles and another faculty member has published 80 articles. Senior faculty members have been very successful in getting external grants and contracts. One was awarded over \$2 million in grants and contract. Sources of funding for faculty include the National Aeronautics and Space Administration (NASA), the National Science Foundation, IEEE, the Department of Defense, National Security Agency, and Department of Education. One faculty member was the first to offer online courses, and she has implemented online courses nationwide and in 11 foreign countries. Another has supervised 58 master's projects. Faculty members have received prestigious awards, honors, and commendation.

Faculty and student in this program will be supported by an Administrative Assistant and the current Online Program Coordinator. In addition, student advising will be performed by the staff of the Office of Admission and also some faculty will advise students.

## **Fiscal and Personnel Resources**

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

No new state resources are needed to establish the B.S. in Information Systems Security because most resources for the proposed program already exist, including faculty, staff, facilities and equipment, library resources, and instructional technology. However, an additional \$70,000 is budgeted for the fifth year of operation to pay for an additional faculty member, assuming there will be sufficient enrollment growth in the program to warrant the expenditure. Any unmet resource need for this program will be addressed by the College and/or the University.

## **Accreditation and Licensure**

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

*1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.*

*1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

There is currently no specialized accreditation for degree programs in fields related to information systems security or computer science. However, UIS is accredited by the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges. The HLC accreditation covers all degree programs offered by the University. Also, there is currently no required state certification in this discipline.

## **Program Information**

*1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the University of Illinois at Springfield's B.S. in Information Systems Security program, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as university and undergraduate school policies, will be published on the University's website, [www.uis.edu](http://www.uis.edu). Comparable information about the

program will be published in the University's catalog, and similar information may be available from the College of Arts and Sciences or the Department upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Science in Information Systems Security program proposed by the University of Illinois at Springfield meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 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 in Region of Authorization:** TIAA-CREF Center for Farmland Research in the Prairie Region

*Projected Enrollments and Degrees:* This proposal is for a new organized research and public service center, the TIAA-CREF Center for Farmland Research, not a degree program. As such, projections of student enrollments and degrees awarded are not relevant to this proposal. However, faculty members affiliated with the Center will involve some students in their research projects, and some students may work with the staff of the Center.

### **Background**

The University of Illinois at Urbana-Champaign (the University) requests authority to establish the TIAA-CREF Center for Farmland Research on campus in the Prairie Region. The Center is designed to conduct research and outreach activities related to agricultural asset valuation and financial performance with emphases on topics such as farmland markets, factors influencing farmland values, taxation and use policy, and farmland rental arrangements. The Center will be housed in the Department of Agricultural and Consumer Economics (ACE), which has long been an international leader in farm-level research related to farmland valuation, leasing, and investment performance. Formation of the Center will foster coordination and support of research in the area and provide a much larger platform from which to continue and expand this leadership.

Farmland is the single largest asset in the U.S. agricultural sector, accounting for over 85 percent of the total value of the sector, at just over \$2 trillion. The market is characterized by high transaction costs, thin markets, and low aggregate leverage, which is often cited as impediments to the development of more traditional farm ownership shares. Moreover, farmland ownership structure continues to evolve toward non-owner operators, often having shared ownership with non-farming relatives. Emerging issues include understanding the impacts of energy markets on farmland value, identifying the impacts of changing federal farm policies, and taxation research under agricultural-usage valuation. These issues and others are begging for solutions, and they will constitute some of the research agenda of the Center.

The Center is being established through a gift endowment of \$5 million from TIAA-CREF, the Teacher's Insurance Annuity Association – College Retirement Equities Fund, a company which began by offering retirement services to teachers nearly 100 years ago. Today, it is a full-service financial company specializing in the distinctive needs of those who work in the academic, research, medical, and cultural fields. It has approximately \$502 billion in assets and the Association is the largest pension fund manager for teachers and college professors in the world.

The University owes much of its beginning to the significance of farmland and agriculture in the 1860s during Abraham Lincoln's presidency and the Land-Grant movement in Congress. The President played an important role in the creation of the University by signing in 1862 the Morrill Act, the federal legislation that initially created 37 land-grant universities in many states. In 1867, the state sold 380,000 of its 480,000 land-grant acres and raised \$250,000 to fund the establishment of Illinois Industrial University, which would become the University of Illinois. Farmland and agriculture are still one of the main staples of the University activities, including teaching, research, and outreach. Currently, the University offers 15 degree programs related to agriculture: six bachelor's, five master's, and four doctoral programs. Together, these programs enrolled 2,078 students in fall 2011. These involve significant investment of resources because agriculture plays a vital role the Illinois' economy. If approved by the Illinois Board of Higher Education (IBHE), it is expected that the Center will build directly and indirectly on the successes of these programs and other degree programs offered by the University.

## **Need**

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

The proposed Center will engage the lending community, investment community, farmland owners and operators, and policymakers at both the state and national levels through its outreach activities and the research outcomes will be disseminated through the Center's website. Other ways the Center will distribute its research outcomes include an affiliated site maintained within ACE known as *farmdoc* (Farm Decision Outreach Central). In addition, the Center will develop and offer external seminars and it will participate in annual farmer and landowner-focused meetings. Faculty affiliated with the Center will be responsible for developing an annual farmland values and lease trends publications that are not readily available to the stakeholders, as well as engage in the background calculations necessary for implementing the agricultural-use valuation taxation methods in use in Illinois. As a Land-Grant University and the leading agricultural university in Illinois, it is the University's responsibility to assist farmland owners, leasers, operators, and others with protecting the value of their investments. More broadly, the Center will promote a mission to advance agricultural markets through research and information dissemination.

The Center will serve Illinois by supporting the Illinois Department of Revenue in its required annual farmland assessment calculations. It will serve as a resource for farm lenders, agribusinesses, and organizations involved with farmland owners and operators. Other clientele of the Center will include Farm Credit System institutions, Illinois Department of Agriculture, National Council of Real Estate Fiduciaries, institutional investors in farmland, policy makers, and farmland owners and operators throughout the state and the nation.

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

TIAA-CREF Center will address Goal 4 of *The Public Agenda*, to "better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions." This goal will be advanced by the Center through conducting, publishing, and sharing vital information with farmland owners, farmland leasers, and others associated with Illinois farmland valuation and investment. Farmland is the single largest item on the Illinois agricultural sector balance sheet and agriculture is a critical industry in Illinois. Therefore, the Center's

research agenda will contribute directly to promoting the economic development and viability of the state.

### **Comparable Institutes and Centers in Illinois**

Currently, there is no other center or institute in Illinois with a mission similar to the mission of the proposed Center.

### **Mission and Objectives**

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

The proposed Center will strive to become the leading source for high quality research-based information that informs farmland-related investment and operational and policy questions, among others. Its objectives require the development of additional external funding for research activities related to farmland research and, thus, significant Center achievement will be determined largely by adequate external funding. One of the measures of success of the Center in achieving its objectives is through recognition of the Center as a leader in farmland-related research and outreach activities supported by external grant awards. The number and quality of publications of the Center and outreach activities will provide a forum for informed discourse about farmland valuation, policy, and performance of the asset class through both traditional academic channels and service to farmland related industry.

Center objectives include in the first year alone, five or more refereed published articles, 12 or more presentations at conferences, and at least two public workshops. Leaders will actively pursue additional external grants to fund at least one major project per year.

The mission of the Center is consistent and supports the educational mission of the University, particularly the components related to research, as well as extension and outreach services in the state. These functions are the continuation of a significant portion of the original land-grant mission of the University. The title of the Center appropriately reflects its main functions.

### **Assessment of the Center Outcomes**

The TIAA-CREF Center will be evaluated using a number of tools, including the number of publications, conference presentations, grant proposals submitted and proposals funded, and engagement with stakeholders interested in farmland markets. The Department Head will evaluate center outcomes and receive an assessment report from the Center's Advisory Committee about the Center's progress in achieving its objectives and its effectiveness. A progress report will be submitted to IBHE by the Center through the University at the end of the third year of operation as required. Additionally, the Center will participate in the University's eight-year program review process and it will submit a summary of the review with summaries of degree programs and centers/institutes reviewed in the same cycle.

### **Facilities (space, equipment, instructional materials)**

*1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality*

*academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

As a unit within the Department of Agricultural and Consumer Economics, the Center will be located in a section of the newly remodeled Mumford Hall. The space will suitably house approximately three full-time employees, as well as provide a meeting area and space for technology centered activities. Given the co-location of the Department and Center, contributing faculty members will work from their departmental offices. Since the Center is sponsored by the Department, and there is a shared mission component, the Center will have access to some of the Department's resources to which it may contribute.

### **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.*

At this time, 11 faculty members affiliated with the Center, including the Center Director, are from the Department of Agricultural and Consumer Economics. The Director will report to the Dean of the College. In the future, faculty members from other disciplines may be affiliated with the Center depending on their interests, expertise, and funding availability. The current faculty members associated with the Center include an emeritus professor and full-professors, as well as associate and assistant professors. Overall, they constitute a distinguished group of academicians. One was awarded nearly \$10 million in external grants and a number have received awards and honors. Associated faculty have published numerous peer reviewed papers while some serve on editorial boards and each is involved in research. These faculty members will be supported by five academic professionals, including one from the Illinois Farm Business Management, a program manager, computer programmers, and graduate students.

In addition to faculty and staff, the Center Advisory Committee, consisting of six highly qualified faculty and leading professionals in the industry, will assist the Center Director and faculty members to make the Center a success. It will be comprised of three members from industry and three members from the College.

### **Fiscal and Personnel Resources**

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

No new state resources are needed to establish the TIAA-CREF Center for Farmland Research because the Center will be established from the proceeds of a gift endowment of \$5 million from TIAA-CREF. External funding is being sought to support the Center and increase its productivity and impact. There may be resource reallocation from the College and/or the

University to support the Center during its initial years. However, it is expected that the Center will be self-supporting after the third year of operation.

A conservative projection of the Center's budget is \$200,000 per year during the first four years drawn primarily from the endowment initially and less so after the fourth year.

### **Accreditation and Licensure**

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

*1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.*

*1050.50(a)(2)(C): Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

There is no specialized accreditation for centers/institutes in fields related to farmland operations.

### **Program Information**

*1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the University of Illinois at Urbana-Champaign's TIAA-CREF Center for Farmland Research, including a summary description of the mission and objectives, structure and leadership, and assessment activities, will be published on the University's website, [www.illinois.edu](http://www.illinois.edu). Comparable information about the Center will be published in the University's catalogs and similar information about the Center may be available from the Department of Agricultural and Consumer Economics or the College of Agricultural, Consumer, and Environmental Sciences upon request.

**Staff Conclusion.** The staff concludes that the TIAA-CREF Center for Farmland Research proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

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 History and the Bachelor of Arts in Media Studies 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 University of Illinois at Springfield authorization to establish the Bachelor of Science in Information Systems Security in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the TIAA-CREF Center for Farmland Research in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

