

**APPROVED  
APRIL 1, 2014**

Item #III-9  
April 1, 2014

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

**Submitted for:** Action.

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

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

Eastern Illinois University

- Bachelor of Science in Adult and Community Education in the Prairie Region

Governors State University

- Bachelor of Arts in Gender and Sexuality Studies in the South Metro Region
- Bachelor of Arts in Theatre and Performance Studies in the South Metro Region

Southern Illinois University Edwardsville

- Master of Science in Education with a Major in College Student Personnel Administration in the Southwestern 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.

**Eastern Illinois University**

**Proposed Program Title in Region of Authorization:** Bachelor of Science in Adult and Community Education in the Prairie Region

*Projected Enrollments and Degrees:* Eastern Illinois University estimates that enrollment in the proposed program will grow from 25 students in the first year to 100 students by the fifth year. Eastern Illinois University has projected that approximately 25 degrees will be awarded in this program in its fifth year.

**Background**

Eastern Illinois University (the University or EIU) requests authority to offer the Bachelor of Science (B.S.) in Adult and Community Education. The mission of this program is to prepare graduates to develop, deliver, and lead educational programs in adult education settings, community agencies, and not-for-profit organizations. EIU was originally established as a teacher education institution and continues to deliver a traditional set of programs focused on P-12 teacher preparation. This program will extend the expertise of the University's faculty into educational endeavors found outside of schools, e.g., adult education programs, community agencies, and not-for-profit organizations. The program will be based in and administered by the Secondary Education and Foundations Department, which will provide the majority of the program's staffing and other resources. Other staffing resources will come from other departments in the College and Education and Professional Studies as well as other colleges in 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 intent of this program will be to provide requisite training for program completers to enter the workforce in positions requiring the ability to educate and train others. The design of the program was purposefully broad in order to enable completers to seek employment in not-for-profit, community, government, and private organizations. The program will train students to deliver educational services (i.e., as instructors) as well as to develop and lead educational programs. At this time, undergraduates who are not formally admitted to a P-12 teacher education program in Illinois do not have access to degree programs designed to train graduates to deliver educational services. This program will enable undergraduates interested in providing educational services in non-school settings to gain the needed skills without being enrolled in programs that are focused on preparing P-12 teachers.

Historically, Illinois universities have produced more graduates with P-12 teacher licensure than were needed in the state's schools; graduates who were unable to gain employment in a school setting would often find employment in settings that made use of their training in teaching, curriculum development, and assessment. However, recent state policy changes have greatly reduced the number of undergraduates enrolled in P-12 teacher education programs. Consequently, it is very likely the number of education graduates who are not employed in school settings will be greatly reduced.

The B.S. in Adult and Community Education will provide an intentional, coherent degree program for undergraduates who plan to deliver educational services in non-school settings. This will enable graduates to enter the job market immediately upon graduation rather than having to seek additional training in a graduate program, which is currently the only avenue to gain skills in adult and community education in the state.

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

This program will support Goal 1 of *The Illinois Public Agenda*, Increase Educational Attainment, by providing a bachelor's degree for students who wish to work in an adult or community education setting. Recent state policy changes regarding teacher certification have substantially reduced the number of undergraduates eligible to enroll in formal teacher certification programs. However, a number of these students still desire to work in an educational setting. The proposed B.S. will provide the necessary background and skills for graduates to provide educational services in adult and community education settings.

This program will support Goal 2, College Affordability, by providing a major program that can be completed in 60 to 69 semester hours. Thus, native students will be able to complete the program within the university's 120 hours required for graduation, and transfer students will be able to complete the program within two calendar years.

Finally, this program will support Goal 4, Integration of Educational, Research, and Innovation Assets, by producing graduates that deliver learning services to support the economic needs and growth of the state. These services may be delivered in community agencies, not-for-profit organizations, government agencies, and private businesses. It is expected graduates will

be able to plan and deliver educational efforts that address identified personal, social, and career growth needs for a variety of individuals, groups, and organizations.

### **Comparable Programs in Illinois**

There are no similar undergraduate programs currently offered at any Illinois public or private universities or colleges. EIU conducted a review of adult and community education programs throughout the nation to establish benchmarks for curriculum development. These programs provided context for the development of the course sequences and program objectives.

### **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 program will prepare graduates to develop, deliver, and lead educational programs in adult education settings, community agencies, and not-for-profit organizations. This is consistent with the mission of EIU to provide an environment where “students refine their abilities to reason and communicate clearly as to become responsible citizens and leaders.”

Core objectives of the proposed program are to prepare graduates to:

- Analyze learners and contexts to inform design of educational programming;
- Create educational experiences that effectively integrate content and pedagogy;
- Design curriculum for traditional and innovative delivery methods;
- Effectively use appropriate technology for instructional activities;
- Assess learning of participants in adult and community education experiences;
- Perform needs assessments, grant writing, and program evaluations;
- Design and implement programs for adult and community education agencies;
- Implement effective adult and community education management and leadership strategies; and
- Utilize appropriate financial practices, including fundraising and budget management.

### **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

Students will be expected to meet University admissions requirements. This program will not lead to Illinois State Board of Education licensure, so students will not be subject to related testing requirements. Students will be required to complete criminal history/background checks prior to engaging in any program fieldwork.

## Curriculum

The 120 hour program will include 40 hours of general education, 43 hours of major courses, 11 to 20 hours of electives, and 17 to 26 hours of required minor courses. Students will be required to choose a minor that corresponds to their primary area of interest in pursuing a career in adult and community education. In some cases, the minor coursework will focus on subject matter content that the student will teach; in other cases, the minor coursework will focus on the context or setting in which the student anticipates seeking a career. For instance, a student interested in teaching in an adult enrichment program might complete a minor in Studio Art, Creative Writing, Family and Consumer Sciences, Music, Recreation Administration, or Theatre Arts.

## Assessment of Student Learning Outcomes

All program assessment activities will be embedded in courses as assignments, projects, and exams counting toward the student's grade in the course. In each course, at least 60 percent of the course grade will be based on completion of projects that demonstrate each student's ability to apply knowledge and skills to complex, real-world situations. The components of each course project will be aligned to the program's learning objectives. As each project component is evaluated, achievement data tied to one or more learning objectives will be generated and reported out for the purposes of tracking student progress through the program as well as for overall program assessment.

## Program Assessment

Assessment results will be collected, analyzed, and used for course and program improvement on a semester-by-semester basis during the program's initial implementation phase (i.e., the first three or four years), and then on an annual basis thereafter. Results for each program learning objective will be reported out and analyzed for each course in which the objective has been assessed. Strengths and weaknesses of each course will be analyzed in relation to the assessment results; and faculty will adjust curriculum, instruction, and assessment practices in courses in which assessment results indicate weak achievement of learning objectives.

## Facilities (space, equipment, instructional materials)

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

The program will be housed in the EIU education facility used primarily for the preparation of P-12 pre-service teachers. The building contains up-to-date classrooms, offices, labs, and technology capabilities that will accommodate the proposed program's needs. An EIU analysis of building usage showed there was adequate capacity to accommodate the program's scheduling needs.

The EIU library will provide support for this program both from its general collection and in materials specific to education and training. The library maintains an extensive collection of traditional (i.e., hard copy) materials and is making progress in the shift toward acquisition of electronic materials, subscriptions, and shared online resources. Upon approval of this program, the host department and college will consult with the library to analyze current resources specific to the program and to develop a plan to utilize the library's requisition process to develop a traditional and electronic resource collection specific to the program's needs.

### **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 proposal indicates that no new faculty or staff hires will be required to support this program. Existing faculty (both within the department and from other campus units) will assume teaching responsibilities. The department's chair will assume primary responsibility for recruitment, advising, and internship placement procedures. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

### **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 will be needed to establish the B.S. in Adult and Community Education because most resources, including facilities, faculty, and library resources, that will support the proposed program are already in place. EIU has confirmed it will move forward with plans to hire dedicated faculty members as enrollments allow.

### **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 this program and the program is not designed to meet State of Illinois licensure, certification, or entitlement requirements.

### **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.*

Detailed information and program descriptions submitted as part of the application provide accurate information regarding EIU's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

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

### **Governors State University**

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Gender and Sexuality Studies in the South Metro Region

*Projected Enrollments:* Governors State University estimates an enrollment in this program of zero students in the first year rising to 25 students by the fifth year. Governors State University has projected that approximately ten to 15 degrees will be awarded in the program in its fifth year.

### **Background**

Governors State University (the University or GSU) requests authority to offer the Bachelor of Arts (B.A.) in Gender and Sexuality Studies. This program will focus on themes of difference and diversity while it assist students in developing skills in critical thinking, problem solving, verbal presentation, and written communication. Because they will have earned a broad-based liberal arts degree, Gender and Sexuality Studies graduates will have experience with a wide range of theories and methodologies and the ability to apply them across a variety of contexts.



## **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 program is designed to prepare students for their professional futures with transferable skills, such as critical thinking, analytical ability, collaboration, teamwork, and effective communication in verbal and written formats. Graduates can pursue careers as corporate executives, counselors, teachers, writers, victim advocates, and managers of non-profit organizations among other professional goals. Projected employment growth from 2010 to 2020 for the state is anticipated to be 8.63 percent with projections for the following occupations often exceeding this average: Social and Human Services Assistants projected to rise 13.27 percent and Human Resources, Training, and Labor Relations Specialists to rise 16.71 percent (based on data from Illinois Department of Employment Security). This degree would also provide preparation for various graduate programs.

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

The proposed B.A. in Gender and Sexuality Studies will support Goal 1 of *The Illinois Public Agenda*, Educational Attainment, by reducing geographic disparities in educational attainment. This will be achieved by expanding capacity through improved access, in terms of distance and cost, for students in the south suburbs of Chicago and nearby rural communities. It will support Goal 2, College Affordability, because the University as a whole works to maintain affordable tuition rates. The Gender and Sexuality Studies curriculum was designed alongside multiple existing programs to enhance institutional efficiencies while expanding access and maintaining academic quality. Finally, the program will support Goal 3, High Quality Credentials to Meet Economic Demand, by educating students with postsecondary credentials who are competent in working within and among diverse belief and cultural systems. A program in Gender and Sexuality Studies will increase the number of people in Illinois with a high-quality degree, contributing to an educated workforce and engaged citizenry.

### **Comparable Programs in Illinois**

Four public institutions in the State of Illinois currently offer degrees in either Women's Studies or Gender and Women's studies at the undergraduate level. None of these existing programs include sexuality studies as part of their program title, which was an intentional difference in this proposed new program. GSU asserts that a degree in Gender and Sexuality studies will be more marketable in terms of current issues affecting the nation's changing political, cultural, and organizational landscape. In addition, GSU is the only public university to confer a bachelor's degree between Chicago and Urbana-Champaign, making it an untapped resource for growth and service to Chicago's south suburbs and the primarily rural "ring" counties. GSU faculty created this program to fulfill regional and state needs so current and future students will have access to different perspectives on issues related not only to gender and sexuality, but also ethnicity, race, class, and globalization.

## **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.*

GSU has a mission to prepare individuals to meet the needs of the region. The mission states that the University “is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.”

The mission of the proposed program will be consistent with the University mission. The Gender and Sexuality Studies major was designed to align with specific objectives of GSU’s mission, its core values, and its strategic growth plan. The program will be an interdisciplinary major framed by the disciplines of Addictions Studies, Anthropology and Sociology, Art, Communication, Criminal Justice, History, English, and Psychology. The curriculum was designed to provide students with both the theoretical and analytical tools to examine the interplay between institutions, culture, politics, social movements, and individual identity. The Gender and Sexuality Studies program will have a set of five program outcomes. Courses within the major will address one or more of the following outcomes for program graduates:

- Explore marginalized epistemologies and experiences and their implications for diverse bodies;
- Examine the impact of gender and sexual identities on human relations within local, national, transnational, and global communities both historically and currently;
- Analyze the construction and maintenance of power dynamics within legal, criminal, political, economic, educational, and cultural systems;
- Evaluate the multiple constructions, in both production and reception, of gender and sexuality across multimodal media, including literature, pop culture, social media, etc.; and
- Demonstrate the ability to articulate and apply an intersectional analysis—grounded in feminist, queer, and emerging theories, research practices, and methodologies—evaluating issues related to gender and sexuality in order to foster advocacy and promote social justice.

## **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

Currently GSU only admits upper-division and graduate students. The recently-approved addition of lower division for the University will commence with admission of a Fall of 2014 first-year undergraduate class. A new University admissions process will be in place to accompany this proposed program. Students admitted as freshmen will need to submit an admissions application, high school transcripts, ACT/SAT scores, and a letter of application in which they discuss their background and commitment to civic engagement and community service. Students will be placed into themed cohorts that address GSU's undergraduate student learning outcomes. These courses will meet the Illinois Articulation Initiative definitions of core general education courses that will transfer to any public college or university and many independent institutions in Illinois.

## Curriculum

The 120 hour program will include 37 to 41 hours of general education, 12 hours of core courses, and 30 hours of program electives. Within the program electives, students will be required to choose courses from different relevant areas which include Social Justice and Public Policy, Historical and Global Perspectives, and Political and Social Organization. In addition to the core and selective requirements, students must take 37 to 41 hours of elective credits, which may be used toward a second major or a minor. Students in this major will be encouraged to complete a minor that complements their degree and career objectives.

## Assessment of Student Learning Outcomes

Specific assessment instruments will vary by course and include such assignments as reflective journals, research papers, literature reviews, quizzes, exams, discussion facilitation, media analyses, oral presentations, and group projects. Student learning will also be assessed through a portfolio documenting the student's progress throughout the major courses. This portfolio will provide evidence of learning, examples of coursework that meet program objectives, involvement in high-impact learning practices, and reflective writing where students are asked to evaluate the program curriculum and their progress through it. The required senior seminar will include a qualitative written assignment that expands upon a similar assignment first attempted during the introductory course. Mirroring these two assignments at the first and last of the core courses will allow for a comparative analysis of students' writing abilities, mastery of disciplinary content, and their capacity for synthesizing information. Student learning within their internship experiences will also be assessed through site visits, supervisor evaluations, and student reports.

## Program Assessment

Program assessment information will be collected and analyzed on a regular basis. This will include student evaluations of instruction to assess the perceived teaching effectiveness of the course instructor and the value of the course material within the curriculum. Additionally, program faculty will review data from annual Student Satisfaction Surveys and Alumni Surveys at one and five years after graduation. Upon approval of the bachelor's degree program in Gender and Sexuality Studies, an advisory board will be established, drawing members from the affiliated faculty from across the University. This Board will serve as the formal feedback and improvement mechanism, conducting reviews, and providing recommendations to the affiliated faculty group on how to improve curriculum, instruction, and learning. The Advisory Board will work with the GSU Institutional Research office to gather data on employer and alumni

satisfaction with the program. Using this information, the Advisory Board will produce a report/progress report during the third year of the program and participate in the Illinois Board of Higher Education's eight year program review process.

The Gender and Sexuality Studies Advisory Board will meet regularly to review the courses as they are offered and completed. This process will include a review and assessment of the level to which each course addresses the program objectives (introductory, reinforcement, mastery). The committee will make regular recommendations to improve the new curriculum, instruction, and learning outcomes based on direct and indirect measures. Annual reports on this work will be provided to the larger body of program affiliated faculty for feedback and revisions, and then to the Division and College as deemed appropriate.

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

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

The proposed program will be housed in the College of Arts and Sciences. All of the equipment and instructional resources are in place to support this program. GSU plans to support this new degree with existing faculty and staff resources. GSU's University Library maintains a collection of 466,905 volumes and 51,237 current serial titles and provides access to digital resources designed to support teaching, learning, and research. The library offers services and resources to faculty, staff, and students, including computers, printers, scanners, copiers, wireless Internet access, and various software applications. As this program will draw from existing disciplines at GSU and will be built off the current minor in Gender and Sexuality Studies, the required resources are already in place.

### **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 proposal indicates that no new faculty or staff will be required to support this program. Existing faculty (both within the College and from other campus units) will assume teaching responsibilities. While no hires are planned for the program, the Division of Humanities and Social Sciences and the Division of Communication, Visual and Performing Arts are both committed to the success of the Gender and Sexuality Studies program. GSU has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

## **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 will be needed to establish the B.A. in Gender and Sexuality Studies because most resources, including facilities, faculty, and library resources that will support the proposed program are already in place.

## **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.*

The proposed B.A. in Gender and Sexuality Studies does not require specialized accreditation or licensure.

## **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.*

Detailed information and program descriptions submitted as part of the application provide accurate information regarding GSU's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Gender and Sexuality 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 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 for licensure.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Theatre and Performance Studies in the South Metro Region

*Projected Enrollments and Degrees:* Governors State University has estimated that enrollment in the proposed Bachelor of Arts in Theatre and Performance Studies will grow from eight students in the second year to 15 students in the fifth year. They have projected that 13 degrees will be awarded in the program in the fifth year of operation.

## **Background**

Governors State University (GSU or the University) requests authority to offer a Bachelor of Arts (B.A.) in Theatre and Performance Studies in the South Metro Region to build on the current Minor in Theatre and Performance Studies and to offer elective courses to support undergraduate programs such as majors in communication, art, social sciences, and education fields. The program will have established objectives, including preparing students to conceptualize performance as a transformation agent of social, cultural, political, and personal change grounded in the art of storytelling. If approved, the program will expand the programmatic offerings of the Division of Communication, Visual and Performing Arts within the College of Arts and Sciences.

GSU was established as a two-year university, offering degrees to junior and senior-level undergraduates, but will begin enrolling freshmen in the Fall 2014 semester. As GSU transitions into a university that offers a comprehensive four-year undergraduate experience, it will continue its Dual Degree Program which encourages students to complete associate's degrees at one of ten regional community college partners and provides a smooth transition for students into baccalaureate programs at the University. Currently, GSU has approximately 7,800 students and offers 25 bachelor's, 27 master's, and five doctoral degree programs. In addition, the University has a 1,100-seat Center for Performing Arts and a variety of smaller performance spaces across the campus which will provide important resources for this program.

## **Need**

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

The B.A. in Theatre and Performance Studies would be the only program in theatre offered at a public university between Chicago and Champaign. Moreover, GSU's tuition is one of the lowest among Illinois public and private universities, thus giving students access to an affordable college education. According to the U.S. Bureau of Labor Statistics' *Occupational Outlook Handbook* long-term projections, the entertainment industry, of which theatre and performance are key components, is expected to grow significantly in the next ten years to meet the increasing demand for actors, stage managers, directors, and others.

GSU's proximity to Chicago will make it easy for students and faculty of this program to transition from an educational setting to one of the over 200 professional theatre companies and educational theaters in the City. These theaters include five Tony Award-winning resident theater

companies, the largest touring organization in the country: Broadway in Chicago, and the internationally recognized home of comedy: Second City. Not only does Chicago offer vast resources for practical training, including internship and practica, it will also provide numerous employment opportunities for program graduates. As of January 2014, the League of Chicago Theatres listed 23 pages of approximately 210 jobs for careers related to theater.

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

The proposed B.A. in Theatre and Performance Studies will support Goals 1 of *The Illinois Public Agenda*, Educational Attainment, by recruiting and educating primarily students in the South Metro region where good economic and educational opportunities are very limited. These efforts will be a continuation of steps the University has taken to improve the socio-economic conditions of the region. It will support Goal 2, College Affordability, through the University's continuing commitment to charge one of the lowest tuition to its students compared to other public and independent universities in the state. Finally, the program will support Goal 3, High Quality Credentials to Meet Economic Demand, by educating and graduating students in the program to help meet the state's priority to produce more postsecondary credentials to meet its need between now and 2025. By working collaboratively with community colleges in its region, the program and the University will continue to maintain and strengthen the transition for students as they transfer to GSU to complete baccalaureate degrees.

### **Comparable Programs in Illinois**

Twelve public and private institutions in Illinois currently offer degree programs related to theater and performance studies. Ten of the programs are offered at public universities. However, no program is offered in GSU's higher education region, the South Metro Region. The cost per credit hour for the programs varies from \$221 at Southern Illinois University Edwardsville to \$1,954 at the University of Chicago. GSU's cost per credit hour is the second lowest compared to the others.

### **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 primary objectives of the B.A. in Theatre and Performance Studies will be for students to:

- Conceptualize performance as a transformative agent of social, cultural, political, and personal change, grounded in the art of storytelling;
- Develop artistic abilities, sensibilities, and creativities with integrity, confidence, and critical thought;
- Analyze and evaluate the aesthetic, historical, cultural, and theoretical dimensions of performance, including significant figures, movements, issues;
- Synthesize the disciplinary traditions of theatre and performance studies and their interrelationships within a variety of texts and contexts; and
- Exhibit proficiency in performance vernacular, technique, and etiquette, including the vocal, physical, improvisational, imaginative, and collaborative skills essential to performance.

The proposed program's goals and objectives will be congruent and support GSU's Academic Master Plan approved by its Board of Trustees. The title of the program will be consistent with the curriculum and the goals and objectives of the program will be consistent with the mission and priorities of the University.

### **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**

GSU currently offers only upper-division and graduate degree programs. The proposed admission policy for freshmen will be effective this summer in preparation for freshmen enrollment in the Fall of 2014. Other considerations for admission, beyond those summarized in 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, associate of science, or 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 dual admission agreement.

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

- Submission of ACT/SAT scores;
- A letter of application describing the student's interest and motivation to study at GSU, and current/past commitment to civic engagement and community service; and
- Completion of the state's recommended courses for admission to a public university.

### **Curriculum**

The 120 semester hour curriculum for the B.A. in Theatre and Performance Studies program will consist of 37 general education credits, 30 credits of required core courses, nine credits for one of three specializations in performance, technical, and history/criticism, six credits from program selectives, and 38 hours of general electives. The required core courses will include: Foundations of Theatre and Performance Studies, Introduction to Acting, Introduction to



Stagecraft, Introduction to Scene Design, Performing Culture and Identity, Practicum in Theatre and Performance Studies, Methods of Inquiry in Theatre and Performance Studies, Capstone Project, Internship, and Senior Seminar in Theatre and Performance Studies.

The internship and the capstone project will provide students the opportunity to exhibit their accomplishments in their individual plans of study. For the internship, students may work alongside of a professional director, stage manage a production, work with technical staff for a theatre company's season, or assist with public relations work. The capstone project might entail an original solo performance, a student directed performance, lighting design for a main stage production, or a critical analysis of a contemporary work.

#### Assessment of Student Learning Outcomes

Outcomes of students in the program will be assessed using tests, examinations, class assignments, and evaluation of the student's accomplishments in the Capstone Project and Internship. Students taking courses in the program will demonstrate their knowledge of the practice and analysis of theater and performance through activities such as, live performances, writing, discussions, and oral presentations. Each student's internship will be evaluated by at least one faculty member and a site supervisor. In addition to faculty-centered assessment of student work, student performances will be video recorded and available for students as an ongoing tool for performance improvement. Beyond coursework, students will be evaluated when they participate in the University's annual theatre production and will receive feedback during discussion sessions after productions and the end-of-year exhibition which will be open to the public.

#### Program Assessment

The University will submit to the Illinois Board of Higher Education (IBHE) a progress report on the B.A. in Theatre and Performance Studies at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty 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 also use measures such as the percentage of graduates of the program employed in occupations closely related to the discipline to gauge program success. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

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

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

GSU's Center for Performing Arts, a 1,100-seat proscenium theatre, will offer opportunities for students and faculty of the proposed program to produce both large-scale and smaller shows. The Center's facilities include a rehearsal hall, light/sound booths, and two dressing rooms. These facilities will be augmented by the University's Sherman Hall and Engbretson Hall which have additional performance spaces for more intimate black-box type productions, classrooms, and rehearsal venues. During the first year of the program's operation, additional spaces will be created or repurposed for a design lab, scene shop, acting, and lighting lab. Other resources at GSU, such as classrooms and computer labs, will be available for use by this program.

## Library

In support of the B.A. in Theatre and Performance Studies and the existing Minor in Theatre and Performance Studies, the University Library maintains a collection of 466,905 volumes and 51,237 current serial titles, and it provides access to numerous digital resources to support teaching, learning, and research in the discipline. The Library has more than 75 electronic reference sources and aggregation services and the Voyager online book catalog. GSU's membership in the online catalog databases (I-Share) enables students and faculty to search the approximately 12 million titles of the holding of 80 academic and research libraries in Illinois and borrow needed materials through the catalog system. The University Library has a wide range of services and resources, including computers, printers, scanners, copiers, wireless Internet access, and various software applications.

Nine academic journals are identified as examples of library resources that will support this program. They include: *American Theatre*, *New Theatre Quarterly*, *Theatre Journal*, *Theatre Research International*, and *Theatre Survey*. Also, eight examples of textbooks that will support the program are listed in the proposal, including: *Anthology of Living Theater*; *The Norton Anthology of Drama: Antiquity through the Eighteen Century*; *The Norton Anthology of Drama: The Nineteen Century to the Present*; *Performance Studies: An Introduction*; *The Cambridge Companion of Performance Studies*; and *Picturing Performance: The Iconography of the Performing Arts in Concepts and Practice*.

## 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.*

Six existing faculty members will be responsible for this program. Their credentials include: three PhDs. and three master's degrees including the terminal degree Master of Fine Arts in theater or performance. Each faculty member has extensive teaching and practical experiences in theater and/or performance studies. In addition to the existing faculty members, two assistant professors will be hired in the second and third years of operation. One of them will be required to have expertise in technical design and the other will focus on theater history and criticism.

## **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 will be needed to establish the B.A. in Theatre and Performance Studies as the program will be funded by existing resources in the College of Arts and Sciences, and the Division of Communication, Visual and Performing Arts. To pay for two new faculty members in the second and third years, the University has allocated a minimum of \$60,000 in the second and third years of operation.

## **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.*

Neither specialized accreditation nor licensure or certification of program graduates is required.

## **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's B.A. in Theatre and Performance Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as university undergraduate policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Theatre and Performance 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 the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

### **Southern Illinois University Edwardsville**

**Proposed Program Title in Region of Authorization:** Master of Science in Education with a Major in College Student Personnel Administration in the Southwestern Region

*Projected Enrollments and Degrees:* Southern Illinois University Edwardsville estimates that enrollment in the proposed Master of Science in Education with a Major in College Student Personnel Administration will grow from 25 students in the first year to 50 by the fifth year. It is projected that 25 students will graduate by the fifth year.

### **Background**

Southern Illinois University Edwardsville (SIUE or the University) requests approval to establish a Master of Science (M.S.) in Education with a Major in College Student Personnel Administration (CSP) at its home region. The program was designed to prepare graduates to hold entry- to mid-level student affairs positions in two-year or four-year public and private higher education institutions. Graduates may also find employment as academic advisors and specialists in leadership programs, Greek life, service learning, and international programs. The School of Education at SIUE currently offers undergraduate and graduate degrees as well as licensure programs in ten programs: curriculum and instruction, early childhood education, elementary education, educational administration, instructional technology, kinesiology and health education, Learning, Culture, and Society, psychology, secondary education, and special education and communication disorder.

### **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 M.S. in Education with a Major in College Student Personnel Administration was designed to address local and state needs in higher education administration. The Bureau of Labor Statistics of the U. S. Department of Labor projects employment growth in this category to be at 19 percent (as compared to a national average for all jobs at 14 percent). As a result, there is a projected addition of 27,800 postsecondary educational administrators by the end of the decade. If the proposed program is approved, SIUE would have the only CSP Master's degree offered in southwestern Illinois, the state's second most populous region. It would also be Illinois' only CSP Master's program in a major metropolitan region. Currently, St. Louis University has the sole master's program in metropolitan St. Louis; however, it is a private institution and not affordable to many area residents.

In addition, in 2012, the University surveyed directors of student personnel services at 17 colleges and universities within a 100 mile radius of SIUE and found that 1) many full-time student services personnel do not yet have a master's degree; and 2) in making hiring decisions, respondents preferred individuals with a Master's degree in CSP. These findings underscore the need for the proposed program.

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

The proposed M.S. in Education with a Major in College Student Personnel Administration will address Goals 1 & 3 of *The Illinois Public Agenda* by increasing educational attainment for the students, and strengthening workforce development in the state. This program will increase the number of recipients of the M.S. in Education with focus on CSP in the state and strengthen employment opportunities for the program's graduates. The program will address the shortage of CSP graduates in essential services in higher education administration across the State of Illinois.

### **Comparable Programs in Illinois**

The Illinois Board of Higher Education (IBHE) Degree Program Inventory lists four institutions in the state that offer a Master's degree in CSP: Eastern Illinois University, with a total enrollment of 40 students; Illinois State University, with 46 students; Western Illinois University, with 42 students; and Loyola University, with no enrollment. In addition, Southern Illinois University Carbondale, which offers a CSP Master's program with a major in Higher Education, enrolled 30 students. Northern Illinois University has a Master's degree in Adult and Higher Education, with an emphasis in Higher Education/Student Services, which enrolled 85 students in 2011. However, none of these institutions are located in the southwestern area of the state, which suggests the proposed SIUE program will not have an adverse effect on the CSP enrollments at other institutions.

Apart from its cost-effectiveness in a heavily populated area of the state, SIUE would have the added benefit of offering a valuable opportunity to focus on community colleges because the SIUE campus is close to four major community colleges: Southwestern Illinois College (SWIC) with a student population of 13,221; Lewis and Clark Community College (LCCC) with a student population of 8,406; and just across the border in Missouri there are two community colleges, St. Charles Community College (SCCC) with a student population of 8,202; and St. Louis Community College (SLCC) with a student population of 29,112. The community colleges not only create an opportunity for practicum experience for the students, they also offer potential employment opportunities.

### **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 M.S. will be consistent with the mission of SIUE, which emphasizes graduate-level programs that prepare practitioners and professionals in their fields to be able to address the social and economic needs of the region. The program's major objective will be to prepare graduates to succeed in entry- to mid-level student affairs positions in two-year or four-year public and private colleges and universities. The mission and goals of the proposed program will be consistent with the University's mission and priorities.

### **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 minimum admission requirements for the proposed program will be a bachelor's degree and a grade point average of 3.0 or above during the last two years of undergraduate work. Prospective students will be required to submit a list of their professional experiences and a written statement of intent. International applicants may present a degree that is comparable to the U.S. baccalaureate, but which was granted by an internationally-recognized institution of higher learning. A candidate whose native language is not English must achieve a minimum score on the Test of English as a Foreign Language. Students may transfer a maximum of 12 hours of credits into the program.

## Curriculum

The M.S. in Education with a Major in CSP will be a 36-credit program. The curriculum will include 27 hours of coursework in college student personnel administration, six hours of practicum, and three hours of a final research project. The program will cover the areas of history, philosophy, and organization of higher education; legal and ethical issues in student affairs; leadership in higher education; college student development; individual and group dynamics; research methods; assessment and evaluation; and diversity in higher education. The program was designed for students to complete in two years of part-time study. Two of the CSP courses, specifically, EPFR 503 (Research Methods in Higher Education) and EPFR 506 (Assessment and Evaluation in Student Affairs), may be taught as blended courses. The program's blended courses will combine 70 percent online instruction and 30 percent face-to-face delivery. Students in the proposed M.S. will be required to pass a comprehensive examination and a final project that would draw from the broad theme of student affairs. A thesis will not be an option because this program was not created to lead to doctorate.

The program will utilize institutions of higher learning in southwestern Illinois and the St. Louis metropolitan area for placement of students in practicum. SIUE anticipates that graduate students in the program will benefit from the resources available in the community colleges located within a short distance of the campus. It is estimated that CSP students would have an opportunity to compete for up to 50 graduate assistantships offered each year in a variety of student affairs offices at SIUE.

## Assessment of Student Learning Outcomes

Five main learning objectives have been identified for the program. Upon completion of the program, students will be able to:

- Demonstrate breadth and depth of knowledge in the discipline;
- Effectively communicate knowledge in the discipline;

- Demonstrate ability for analytical thinking;
- Exhibit best practices and exemplify values and ethics of the profession; and
- Apply knowledge of the discipline.

Students will be assessed based on these objectives through research proposals, empirical research, student case study assignments, a practicum portfolio, a comprehensive examination, and a final research project.

#### Program Assessment

The proposed CSP program was developed in keeping with the Standards and Guidelines for Master's Level Student Affairs Professional Preparation Programs, as set forth by the Council for the Advancement of Standards in Higher Education. SIUE will use multiple measures to regularly assess the program's strengths and weaknesses, such as periodic collection of data on student retention, graduation rate/time-to-degree, the number of students involved in faculty research, employer satisfaction with program graduates, career advancement of graduates, the number of graduates employed in the field, and student evaluation of program faculty. On an annual basis, faculty members will summarize, review, and use candidate outcome assessment data to improve the program. The program director will review the data, determine strengths and weaknesses, and make recommendations for improvements to the program.

In addition to this annual process, the program will undergo program review every eight years according to SIUE procedures. A progress report about the program will be submitted by the University to the IBHE staff at the end of the third year of operation. Additionally, the program will participate in the University's already established program review process within an eight-year cycle. A summary of the review, including program strengths and weaknesses as well as actions to improve the program will be submitted to the IBHE with summaries of other programs reviewed by the University in the same review 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.*

Existing classrooms, offices, and equipment in the department and the School of Education are sufficient to support the proposed program. Technology support for the CSP program will be available through the School of Education's Director of Information Technology. All classrooms in the School of Education are smart classrooms, equipped with smart boards, electronic projectors, and computers. In addition, many SIUE departments or offices will be available to provide clinical opportunities for students seeking the Master's in CSP. Those include, but are not limited to: Housing, Kimmel Leadership Center, Morris University Center, International Student Services, Counseling, Advising, Campus Recreation, Students Organized Against Racism, Career Development, Athletics, Office of the Vice Chancellor for Student Affairs, Financial Aid, Enrollment Management/Retention, Student Opportunities for Academic Results, and Alumni Affairs.

In addition, there are many other higher education institutions within an hour's drive from SIUE that will provide potential sites for practicum opportunities. These include LCCC, SWIC, SCCC, SLCC, Fontbonne University, Lindenwood University, Webster University, Maryville University, Parkland College, St. Louis College of Pharmacy, and others. Each practicum will be supervised by a faculty member and an on-site administrator.

### Library Resources

Library resources are adequate to support the proposed program. Each academic department at the University is assigned a subject librarian who works closely with corresponding faculty, selects information resources, and keeps the faculty informed about the library's services and policies. SIUE has a full-time Educational and Academic Librarian, who will provide support and ensure adequate resources for the proposed program. Library resources and support will be available online through the library website. The library is equipped with individual and group computer work stations. Laptops are available for students to check out and the entire library has wireless Internet capability.

### Technology and Instructional Resources

SIUE provides all faculty, students, and staff with email account and services. Online courses are delivered via the University's electronic course delivery platform, Blackboard. Blackboard is a course management system used campus-wide by all teaching faculty and currently enrolled students. The system allows faculty to post materials, deliver tests and surveys, and hold online instruction and other course-related functions. The University provides faculty development programs and services for faculty on instructional techniques, including Blackboard features, and smart classroom technologies.

### 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.*

For the most part, faculty for the M.S. in Education with a Major in College Student Personnel Administration will be tenured and tenure-track faculty with terminal degrees. The two proposed faculty members without doctorates have been deemed adequately qualified to teach in the program. One is on target to complete her doctorate in Spring 2014 and the other has a master's degree and extensive experience in student affairs, especially in the area of housing. The proposed program will be housed in the Educational Administration program of the Department of Educational Leadership.

### 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 will be needed to establish the proposed M.S. in Education with a Major in College Student Personnel Administration because most resources, including facilities,



equipment, and library resources that will support the proposed program are already in place. In the first year of the proposed program, the Educational Leadership Department's existing budget (and staffing) will be sufficient to operate the program. For subsequent years, the CSP budgetary needs would largely be offset by tuition accrued from enrollments. The program is planning for the addition of one new full-time, tenure track faculty member. The funds for this position have already been allocated by the School of Education.

### **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.*

The proposed program does not require specialized accreditation or licensure.

### **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 SIUE's M.S. in Education with a Major in College Student Personnel Administration, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as the University and the Graduate School policies, will be published on the University's website. Comparable information will be published in hard copy in the University's Graduate School catalog.

**Staff Conclusion.** The staff concludes that the Master of Science in Education with a Major in College Student Personnel Administration program proposed by Southern Illinois University Edwardsville 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 for licensure.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the Bachelor of Science in Adult and Community Education 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.*

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

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

*The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authorization to establish the Master of Science in Education with a Major in College Student Personnel Administration in the Southwestern 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.*