

**APPROVED**  
**OCTOBER 7, 2014**

Item #V-9  
October 7, 2014

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

**Submitted for:** Action.

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

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

Governors State University

- Bachelor of Arts in Manufacturing Management in the South Metro Region

Northern Illinois University

- The Institute for NanoScience, Engineering, and Technology in the Fox Valley Region

Southern Illinois University Carbondale

- Bachelor of Science in Behavior Analysis and Therapy in the Southern Region
- Master of Science in Radiologic Sciences in the Southern Region

Southern Illinois University Edwardsville

- Bachelor of Arts or Bachelor of Science in Integrative Studies in the Southwestern Region

University of Illinois at Chicago

- Bachelor of Arts in Human Development and Learning in the Chicago Region
- Bachelor of Arts in Public Policy in the Chicago Region
- Bachelor of Science in Rehabilitation Sciences in the Chicago Region
- Master of Science in Business Analytics
- PhD in Rehabilitation Sciences in the Chicago Region.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Governors State University**

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

*Projected Enrollments:* Governors State University estimates enrollment in this program of ten students in the first year rising to 50 students by the fifth year. Governors State University has projected that approximately 35 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 (BA) in Manufacturing Management. This program will focus on preparing graduates of community college Associate of Applied Science (AAS) in Manufacturing programs advanced career opportunities, such as managerial positions within the manufacturing environment. The unique design of the program provides a baccalaureate degree completion option for students with substantial preparation in the technical aspects of manufacturing due to the acceptance of a large number of technical credit hours toward the BA requirements.

**Institutional Data**

*Criterion 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.*

Governors State University is in the competitive enrollment, primarily baccalaureate-granting institution comparison group. Cohort is based on those seeking bachelor's degree only. Cohort graduation rate data are not available as the University enrolled only junior and senior-level students through the summer of 2014. The University became a comprehensive, four-year institution with the admission of its inaugural freshman class in Fall 2014.

Cohort Graduation Rate	Group Mean	Group Median	Rank
Not Available	54.7 percent	55 percent	N/A
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
42.0	24.0	27.0	8/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

Retention rate for first-time, full-time students at GSU are not available as the institution did not admit freshman students until Fall 2014. The three-year student loan default rate for Governors State University was 6.3 percent in 2010 and 3.9 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## 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 provide graduates of advanced manufacturing technologies AAS degree programs with a pathway to pursue a baccalaureate degree. The manufacturing industry is a technology-driven sector in need of a new generation of workers who are not only capable of operating complex machines but are also able to think critically, solve problems creatively, and lead effectively. The United States Manufacturing Institute's 2010 report revealed that companies cannot fill an estimated 600,000 positions in the advanced manufacturing sector and the Society of Manufacturing Engineers predicts the number of unfilled manufacturing jobs will reach 3 million by 2015.

Chicago-area community colleges graduate thousands of AAS students every year, many of whom are hired by manufacturing companies in the region as technicians or machine operators. However, career advancement to managerial position in the manufacturing sector may require a

baccalaureate degree. GSU's proposed program will create a career-advancement pathway for AAS graduates by providing a transfer-friendly alternative to traditional four-year degree programs which typically do not accept credits earned in applied science areas. Graduates of the BA in Manufacturing Management will be able to pursue career advancement in the manufacturing sector and contribute to the growth of the manufacturing industry in the region and state.

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

The proposed BA in Manufacturing Management 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. The Manufacturing Management curriculum was designed to provide AAS degree graduates with a pathway that is transfer-friendly in accepting up to 27 credit hours of technical course work which will lead to more students earning advanced degrees. It will support Goal 2, College Affordability, because the University as a whole works to maintain affordable tuition rates. The program is also designed for students to earn their AAS at a low-cost community college prior to enrolling at GSU, which further demonstrates GSU's commitment to college affordability. Finally, the program will support Goal 3, High Quality Credentials to Meet Economic Demand, by educating students with postsecondary credentials who are competent and able to lead the next generation of manufacturing workers. A program in Manufacturing Management will increase the number of people in Illinois with a high-quality baccalaureate degree, contributing to an educated workforce and engaged citizenry.

### **Comparable Programs in Illinois**

No similar program is offered by any public institutions in Illinois. The only similar program in the same geographic area is offered in Indiana at Purdue University's West Lafayette campus. The proposed degree program originated as a collaborative initiative between GSU and Harper College. However, nearly all community colleges in the Chicago area offer AAS degree programs in manufacturing technology; therefore, the University has the opportunity to provide an advanced education pathway to an untapped student market.

### **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. Due to the design of this unique degree which targets a special student group, the Manufacturing Management program will support GSU's mission, its core values, and its strategic growth plan.

### **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

In order to be admitted to the Manufacturing Management program, applicants must have earned, or will have earned by the term they wish to enroll, an associate of applied science (AAS) degree in a manufacturing-related discipline from a regionally accredited institution. Students who have not earned an AAS degree may also be accepted if they have earned, or will have earned by the term they wish to enroll, 60 semester hours or 90 quarter hours of credits from a manufacturing-related AAS program from a regionally accredited institution with at least a 2.0 grade point average (GPA). GSU will accept up to 27 transfer credits of specialized manufacturing-related courses.

## Curriculum

The 121 hour program will include 46 hours of general education (including nine hours of College of Business and Public Administration requirements), 30 hours of core courses, and 18 hours of specialization credits, which includes courses such as Lean Manufacturing and Supply Chain Management, as well as a capstone project. In addition to the core and specialization requirements, students must take 27 hours of elective credits, which may be fulfilled by transferring in credits from specialized manufacturing-related courses from an earned AAS degree.

## Assessment of Student Learning Outcomes

Specific assessment instruments will vary by course and include class participation, examinations, content-specific projects, quizzes, case analyses, group assignments, and presentations. All assessments are designed to ensure that students understand and apply the theory and concepts in both written and oral form. Student learning will also be assessed through a capstone project which has been designed to synthesize and apply the theories learned through the program's coursework into a real-world capstone experience. The capstone will provide evidence of learning by demonstrating a student's ability to lead and apply project management skills while implementing a final project which requires comprehensive usage of project management theory and tools.

## Program Assessment

Program assessment information will be collected and analyzed on a regular basis as the program will be entered into the College of Business and Public Administration's internal, four-year review cycle by the Assurance of Learning Committee. Data sources to assess and improve student learning, curriculum, and instruction will include student retention data; annual alumni and employer surveys; student placement data; and feedback from program advisory council members, industry partners, and area community college partners. Faculty will request feedback from employers during and after capstone projects in order to remain informed of employment needs and their satisfaction with program graduates' job performance. Data from an annual employer and alumni surveys will be analyzed by the Office of Institutional Research and shared with the deans and division chairs. At the division and

program levels, data sources will be reviewed and used for overall program improvement. The Advisory Board will also produce a progress report during the third year of the program and participate in the Illinois Board of Higher Education's eight year program review process.

### **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 Business and Public Administration. Because the Manufacturing Management program will share the same business core with the existing Business Administration degree program, all of the equipment and instructional resources, including statistical and simulation packages for the specialization courses, are already in place to support the additional program. Further, 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, including several manufacturing resources and journals, 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.

### **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. Existing faculty, both within the College and from other campus units, will assume teaching responsibilities. While no immediate hires are planned for the program, the Division of Management, Marketing, and Public Administration is committed to the success of the Manufacturing Management 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 program 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 BA in Manufacturing Management because the 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 BA in Manufacturing Management 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 Manufacturing Management 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.

### **Northern Illinois University**

**Proposed Center Title in Region of Authorization:** The Institute for NanoScience, Engineering, and Technology in the Fox Valley Region.

*Projected Enrollments and Degrees:* This proposal is for the new approval of an organized research and public service center that has been operating under temporary approval, the Institute



for NanoScience, Engineering, and Technology (InSET). InSET plays an important role in teaching, research, service, and in promoting the mission of the University. InSET also serves a major role in promoting academic disciplines of science, technology, engineering and mathematics (STEM) by engaging students and faculty in scientific research.

## **Background**

Northern Illinois University (NIU or the University) received temporary approval in November, 2005 to establish the Institute for NanoScience, Engineering, and Technology (InSET or the Institute). InSET is an interdisciplinary center established to prepare scientists to conduct research in the synthesis of nanomaterials, the high level characterization of the materials, theory, and the large-scale computation needed for their analysis and simulation. InSET also provides educational opportunities in nanoscience for undergraduate and graduate students, by supporting mentorship-based research experiences and coursework in nanoscience and engineering. InSET engages in multidisciplinary approach to accomplish its instructional and research goals, including involving multidisciplinary team of investigators and educators from the University and the Argonne National Laboratory.

InSET faculty affiliates work collaboratively to create new programs and integrate nanoscience into engineering and science curricula. For example, faculty in the Department of Physics and the Department of Chemistry and Biochemistry have incorporated nanotechnologies into existing laboratory courses and have also developed new nanoscience courses at the undergraduate and graduate levels. The Department of Physics and the Department of Chemistry and Biochemistry now offer new specialization in nanoscience in their PhD programs. NIU has also developed a connection with Argonne National Laboratory that hosts the Center for Nanoscale Materials, one of the U.S. Department of Energy's five centers on nanoresearch. This feature enhances the opportunity for InSET to engage students in nanoscience research by facilitating their participation to conduct research at one of the nation's premier national laboratories. Students are also given the opportunity to work for, and be mentored by, Argonne scientists and NIU faculty.

## **Need**

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

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

InSET contributes to achieving Goal 4 of *The Illinois Public Agenda*, Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The Institute addresses this goal by facilitating curricular advancement in nanoscience and engineering that helps to increase participation of Illinois students in the science, technology, engineering, and mathematics (STEM) areas. The state and nationwide shortage in the STEM workforce has created the need for a more streamlined support for STEM education. For instance, President Obama's 2014 budget set aside \$3.1 billion to support STEM education, an increase of 6.7 percent over 2012 funding levels. InSET helps to facilitate innovative research and education in nanoscience, engineering, and technology and to prepare students to be competitive in the STEM workforce. In addition, InSET contributes to the educational needs of the state by collaborating with Argonne and other regional agencies to foster STEM education and to fill employment needs in the state and the nation. To help solve the existing challenges of energy conversion, storage, and transport relating to nanoscience, InSET scientists focus their research in nanomaterials for energy applications and are also engaged in developing complementary expertise in

computational nanoscience. Research foci at InSET reflect those at various federal agencies including National Science Foundation (NSF, particularly the agency's Science, Engineering, and Education for Sustainability or SEES portfolio) and the National Nanotechnology Initiative. To further illustrate, InSET's broad focus on nanomaterials for energy applications is consistent with the SEES, while the research Center scholars are conducting in computational nanoscience is aligned with the NSF's support of high-end computing infrastructure and applications.

InSET also helps to accomplish Goal 3 of *The Illinois Public Agenda*, Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society, by attracting highly motivated students with interest in nanoscience and nanotechnology. The Institute provides the opportunity for students to engage in academic research and experiential learning. InSET supports Undergraduate Research Apprenticeship Program, mentored by individual faculty. The Institute also provides access to experimental facilities at both NIU and Argonne.

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

Just two other institutions in the state have units with similar technical missions, only one of which includes an educational component. The Nanoscale Chemical-Electrical-Mechanical Manufacturing Systems (Nano-CEMMS) at the University of Illinois at Urbana-Champaign is supported by the NSF. The Center for Nanoscale Materials at Argonne National Laboratory is a national center supported by the Department of Energy and is part of Argonne National Laboratory and has no educational component.

### **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 objectives of InSET are aligned with the University's mission and they include: support training and education of NIU's undergraduate and graduate students in nanoscience and nanotechnology, enhancing their academic knowledge and improving their skills for future employment; enhance NIU's competitiveness in the scientific frontier of nanoscience and nanotechnology by providing and maintaining an infrastructure for nanoscience research, by leading interdisciplinary efforts at NIU and by developing new and enhancing existing connections with Argonne and other regional laboratories, universities, and companies; boost economic growth in Illinois by energizing industry partnerships and by promoting innovation, technology transfer, and commercialization; and provide outreach opportunities in nanoscience and technology for students and residents of Illinois across multiple age groups and diverse communities.

InSET enhances educational opportunities to undergraduate and graduate students by providing the avenue for research and teaching in nanoscience. As a result of the strong collaboration with Argonne, InSET expects to expand educational capabilities regionally, nationally, and internationally. Institute faculty participate in teaching and mentoring students and they are supported to promote nanoscience and nanotechnology. Currently, InSET has two faculty holding joint appointments in Argonne's Materials Science Division and at NIU, which helps broaden opportunities for promoting nanoscience. The faculty are specialized in nanomaterials and nanodevices as well as in computational nanoscience. Students and faculty have access to nanofabrication facilities at the Center for Nanoscale Materials and structural and atomic imaging equipment in the Electron Microscopy Center at Argonne.

## Accomplishments of the Center

The primary objectives of InSET are centered on collaborative, interdisciplinary nanoscience; nanoscience education at the undergraduate and graduate levels; and outreach. The Institute tracks the accomplishments of these goals with measures such as active collaboration with Argonne, scholarly productivity (publications, citations, seminars, and conference presentations), procurement of external funding, contributions to graduate and undergraduate degree production (number of graduates), and community engagement (community presentations).

The strong connection of InSET and Argonne has proven to be beneficial for InSET and the University. The Synchrotron-Related Theory Group, which became an official department at Argonne in 2009 and is currently led by Michel van Veenendaal (NIU Presidential Research Professor and InSET's managing director), is a joint program between Argonne's Advanced Photon Source and NIU. The scholarly engagements promoted by InSET benefit faculty and students. Students are mentored by faculty in teaching and research and faculty are supported by InSET to promote their research work. This is indicated by the success of the faculty in securing external funding. In Fiscal Year 2012-2013, InSET investigators generated \$3.3 million in external funding for the University. In addition, the University received \$322,980 from Argonne to support two jointly appointed faculty members.

InSET will continue to encourage faculty publishing. The Institute sets the target to achieve on the average 25 faculty/trainee peer-reviewed journal publications annually. InSET is also committed to its outreach mission. For example, InSET faculty members recently participated in an NSF-funded summer research program for undergraduates from regional universities, engaging undergraduates in nanoresearch, relating to the perspectives of sustainability with individual expertise in environment, energy, economy, and ethics. The center plans to increase STEM outreach to kindergarten to twelfth grade (K-12), other higher education institutions, and the community-at-large through collaboration with NIU's Division of Outreach, Engagement and Regional Development and external entities, such as the Illinois Science and Technology Coalition, the statewide research and development STEM learning exchange, and the Chicago Coalition for Science and Technology. These efforts are targeted toward increasing engagement of students, teachers, and community members in the STEM fields. InSET has a goal to increase the numbers of STEM students from NIU, local high schools, and regional universities and colleges by 50 percent over the course of the next four years.

## Assessment of Student Center Outcomes

InSET's goals and objectives will be assessed using three metrics under NIU's initiatives. The first initiative requires annual submission of measurable outputs to the Office of the Provost as part of NIU's Great Journeys Strategic Plan. These measurable outputs include detailed information on the number of students enrolled in nanoscience courses and in nanoscience research, the number of external grants submitted and awarded, and the number of scholarly presentations and publications generated by InSET faculty. Also, as required by the University's Vision 2020 benchmarking activities, InSET will be assessed on its external funding productivity which will be tracked based on these measures: proposals submitted to competitive programs, awards received via competitive grants and contracts, total research expenditures, federal research expenditures, competitive federal awards, state and local awards, industry/corporate awards, public/not-for-profit organization awards, and the number of NSF Research Experience for Undergraduate sites awarded. Vision 2020 initiative also requires documentation of technology transfer activity of InSET faculty including the number of invention disclosures, number of patent applications, number of patents issued, and the number of licenses/options executed.

The third initiative for assessing the Institute includes showing the impact of the center on regional economic development. This measure will be tracked using metrics developed by the

Commission on Innovation, Competitiveness, and Economic Prosperity of the Association of Public and Land-grant Universities and are used by universities across the nation. NIU will also track the impact of InSET using a pilot project that will collect the following data:

- Material Transfer Agreements: These involve collection of data on the number of incoming and outgoing executed agreements;
- Consortia Agreements: These cover contracts with multiple parties to advance research agenda. This measure will involve collecting information on the number of consortia agreements, the number of participating private sector entities (companies, trade associations, etc.), and research expenditures made by consortia at the University;
- Sponsored Research and Development by Industry: These activities enhance the discovery and generation of new knowledge and inventions at the University. The measures include the number and dollar value of grants, contracts, and sub-agreements from private and industry sector entities, consortia, trade associations;
- Service to External Clients: These activities involve using University expertise and specialized resources to help support the industry. The data collected will include Dollar value of contracts received by institution by type of sponsoring organization, number of agreements, number of organizations served, and number of firms contracting for services;
- Student Employment on Funded Projects: This measure includes compensation of students using externally funded grants and contracts. Data will be collected on the number of students paid through externally funded grants or contracts, dollars amounts paid to students, and average hourly wage; and
- Student Economic Engagement: These include student participation in private, public, or nonprofit sector organizations to gain work experience in their chosen profession. The measures include number of students participating in internships, externships, and work-based learning experiences.

### **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 Center is housed in NIU's Division of Research and Innovation Partnerships. InSET has adequate facilities to support work in the synthesis and characterization of nanomaterials. Some of these facilities include a pulsed-laser deposition system, a magnetic atomic force microscope, an x-ray emission spectrometer for a scanning transmission electron microscope, an x-ray microdiffraction system, high sensitivity thermogravimetric system, an electron lithography system, and shared (NIU-Argonne) focused ion beam lithography. The laboratory provides the space housed in the Institute for the education of undergraduate and graduate students for future work in the nanoscience and technology.

### **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.*

Because of InSET's interdisciplinary nature, its 20-some faculty affiliates are from varied units including the Departments of Physics, Chemistry and Biochemistry, and Computer Science within the College of Liberal Arts and Sciences and the Departments of Mechanical Engineering and Electrical Engineering in the College of Engineering and Engineering Technology. The faculty teach and mentor undergraduate and graduate students in research. Faculty teach courses in nanoscience and also supervise students' work in nanoscience research. Every year, approximately ten graduate students are appointed to engage in Institute research work and are designated InSET Nanoscience Fellows. These students are supported by funds from the University, Argonne and external grants.

InSET is led by an interdisciplinary Executive Committee that provides leadership and direction for the Center's activities. The members of the Executive Committee were selected based on their leadership skills, scientific productivity, varied disciplinary expertise, and history of successful collaborations with Argonne. The Vice President for Research and Innovation Partnerships is the ex officio chair of the Executive Committee. Other committee members are comprised of faculty scientists who have established affiliations with Argonne and are engaged in nanoscience subfields. The Executive Committee is also supported by InSET faculty committees that are committed to advancing undergraduate and graduate education and community outreach.

The InSET Executive Committee is guided by an External Advisory Committee that comprises interdisciplinary scientists from research-based higher education institutions (Northwestern University and the University at Buffalo) and federal laboratories (Argonne National Laboratory and Brookhaven National Laboratory) that have established strong nanoscience programs.

### **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.*

InSET resources total between \$1.2 and \$1.4 million per year. The center is supported by federal funds from the NSF, the Department of Defense, and the Department of Energy, and internally allocated state resources used to fund NIU faculty who contribute to promoting nanoscience programs. Internal resources allocated to InSET averaged \$150,000 per year for fiscal years 2013-2014 from the Division of Academic Affairs under the Great Journeys Strategic Plan. These internal funds are also used to support start-up costs (equipment, supplies, and services). The fund is used to support joint hires with Argonne and seed funding for new research and education programs. Sponsored research grants and contracts and joint appointments with Argonne provide additional funding source to support InSET and its faculty affiliates.

In fiscal year 2012, InSET had among its 20 faculty affiliates seven research-active, core faculty members, who contributed a portion of their time to promote InSET's mission. In Fiscal Year 2013, one additional full-time faculty member joined the Institute, and funds are being allocated to hire a second joint hire. External funding in Fiscal Year 2014 is projected to increase by 10 percent over Fiscal Year 2013 in accordance with InSET benchmarks for success.

## 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.*

Accreditation and licensure are not required for the Institute. However, the University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Also, University programs affiliated with InSET have specialized accreditation awarded by Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology; Association of Technology, Management, and Applied Engineering; and Committee on Professional Training of the American Chemical Society.

## 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 NIU's Institute for NanoScience, Engineering, and Technology, including a summary description of the mission and objectives, structure and leadership, and assessment activities, are available directly on the center's webpage of the University's website.

**Staff Conclusion.** The staff concludes that the Institute for NanoScience, Engineering, and Technology proposed by Northern 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.

## Southern Illinois University Carbondale

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Behavior Analysis and Therapy in the Southern Region

*Projected Enrollments:* The University projects enrollments in this program of 30 students in the first year, increasing to 90 students by the fifth year.

## Background

Southern Illinois University Carbondale (the University or SIUC) requests authority to offer a Bachelor of Science (BS) in Behavior Analysis and Therapy (BAT) in the Southern Region. The University established the first graduate training program in Behavior Analysis and Therapy and has experienced enrollment growth in the program since its inception. Therefore, the University is proposing an undergraduate major in BAT in an effort to increase SIUC enrollment, meet the demands of a growing workforce in this area, and to prepare students for subsequent enrollment in BAT graduate programs at SIUC or other universities.

The national credential Behavior Analysis, known as Board Certified Behavior Analyst or BCBA, was adopted at a national level twelve years ago. The proposed degree program will prepare students to be coursework-eligible for national credentialing as an Assistant Behavior Analyst (BCaBA), which is an employment position recognized within the state of Illinois. Students who do not pursue national credentialing will still be eligible for positions of employment at human service agencies serving individuals with intellectual disability, people with autism, people who have experienced traumatic brain injury, the elderly, and other common clinical populations.

## Institutional Data

*Criterion 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.*

Southern Illinois University Carbondale is in the competitive enrollment, primarily baccalaureate-granting institution comparison group. Cohort is based on those seeking bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
48 percent	54.7 percent	55 percent	57/83
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
32	24.0	27.0	19/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

The 2012 retention rate for first-time, full-time students at Southern Illinois University Carbondale was 61 percent. The three-year student loan default rate for SIUC was 10.7 percent in 2010 and 8.1 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's

borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal Fiscal Year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## **Need**

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

Because the field is relatively new, the Bureau of Labor Statistics (BLS) does not possess data specifically for the job title of “behavior analyst.” However, individuals with bachelor’s degrees in Behavior Analysis and Therapy would be qualified for the Bureau of Labor’s job title “Social and Human Service Assistants” within the BLS indexing of employment classifications. The total employment projection of growth in this area during the next decade is 28 percent nationwide, which is considered faster growth than average. Using the same title as that examined nationally, the State of Illinois projects employment growth in this discipline to be approximately 13 percent over the next decade, which is also faster growth than average.

The Association of Professional Behavior Analysts completed a survey of its members in 2009; a quarter of BCBA respondents reported salaries over \$80,000, and more than a third of BCaBA respondents reported salaries below \$40,000. The Association maintains a job bank service for employers planning to hire behavior analysts. Through this job bank, the Association reports an approximately 68 percent increase in the number of jobs posted from 2009 to 2012.

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

The University’s proposed BS in Behavior Analysis and Therapy will address Goals 1, 2, and 3 of *The Illinois Public Agenda*. Goal 1 is to “increase educational attainment to match the best performing states.” Southern Illinois has a smaller percentage of 25-64 year-olds with associate degrees or higher than the rest of the state. The proposed program will contribute to reducing this disparity, as well as increasing the number of high quality personnel with post-secondary credentials. Goal 2 is to “ensure college affordability for students, families, and tax payers.” SIUC provides one of the most affordable in-state tuition rates. The University also has strong partnerships with a number of area community colleges, thus creating incentives for transfer students to attend SIUC. Goal 3 is to “increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.” At this time, there are only a few more than 300 behavior analysts (masters- and bachelors-level) in Illinois, yet employers continue to report a strong need for more behaviorally-trained personnel at both degree levels. The proposed program will help address this need by creating and supplying a resource pool of qualified graduates into the workforce to address weaknesses in this area throughout the state.



## **Comparable Programs in Illinois**

No other program in Illinois offers a degree in Behavior Analysis and Therapy. Only one institution, Kaplan University, offers a course sequence approved by the BACB for undergraduate-level, BCaBA certification. Kaplan is a for-profit online university with 16 physical locations where students can learn on-site, none of which are located in Illinois. Kaplan's approved course sequence is not a BAT degree program but simply a sequence of courses within an Arts and Sciences program. Therefore, it is doubtful that the Kaplan program is meeting the needs the proposed SIUC program will fill.

## **Mission and Objectives**

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

The mission, goals, and objectives of this program are congruent and supportive of the University's mission and priorities. This proposed degree offering supports the mission of the University to meet educational, vocational, social, and personal needs of its diverse population of students by encouraging students to fully realize their potential, focusing upon accessibility and regional services and promoting intellectual training and credentials. The University believes this program will increase the number of qualified graduates in the areas of rehabilitation and human services which both increasingly demands employees with specialized training and credentials.

## **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 admission criteria for entering college freshman include: (1) an ACT composite score at or above 23 or high school grade point average at or above 3.0 (on a 4.0 scale); and (2) applicants must have graduated from high school before beginning classes at SIUC and have met high school course pattern requirements. Transfer students must have 26 transferable semester hours or 39 quarter hours and a grade point average of 2.0 on a 4.0 scale as calculated by SIUC grading policies. Transfer students who do not have the required number of transferable semester or quarter hours will be admitted under the same admission criteria that are applied to high school students. All students must maintain a 2.25 GPA on a 4.0 scale overall and a 2.5 GPA in the major coursework to remain in the Behavior Analysis and Therapy program.

## Curriculum

Students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology, and mathematics. In the final two years of the major, students will take core courses focused upon the philosophical underpinnings of the field including research strategies, approaches to measuring and recording behavior, ethics, and intervention approaches for work with a number of clinical populations. The major also includes two practica in which the students will gain clinical experiences performing behavior analytic work in area human service agencies. A minimum of 120 semester hours is necessary for graduation in the BAT program, including 41 hours of University core curriculum, 49 hours in major course-work, and 30 hours in electives. This degree program will initially be offered on-campus. Classes will be supplemented by a clinical practicum to be completed at a human service agency in the region. Once the major is in place, the course sequence approved for BCaBA credentialing will be made available online.

## Assessment of Student Learning Outcomes

Each course will have specific learning goals and their attainment will be regularly checked via various assessment instruments including written essays, oral presentations, exams, course assignments, and practicum experiences. All assessments are designed to ensure that students understand and are able to articulate the principles of Behavior Analysis as applied to a variety of different clinical populations. Specifically, this will be accomplished through student learning activities involving direct observation and measurement assignments, hypothetical research on behavioral interventions, graph interpretation, and preparing and implementing a variety of behavior intervention plans.

## Program Assessment

Program assessment information will be collected and analyzed on a semester or yearly basis and will include current student assessment data, survey results from program graduates, job placement rates, surveys of employers, and pass rates for graduates of the program on the BCaBA exam. An annual meeting of the program director, faculty, and representative employers from community agencies will be convened to review the curriculum, feedback attained from assessment instruments, and current status of the field; results from this meeting will then be used to guide program changes.

The SIUC Department of Institutional Research will prepare detailed reports concerning retention rates and time-to-degree of the students in this program. These data will be benchmarked against traditional on-campus degree programs as well as that of similarly delivered programs. At the end of the third year, a progress report will be sent to IBHE concerning the status of the program.

## 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.*

Sufficient facilities, equipment, instructional technology, library resources, including textbooks, journals and databases, and other resources are already in place and available to support the proposed program.

## **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.*

The faculty that have formally committed to teach in this new non-licensure degree program are all from the College of Education and Human Services' Rehabilitation Institute. There are 16 tenure track faculty and 10 non-tenure track faculty in the Institute, with four tenure track faculty members committed to the BAT program. These faculty currently teach both undergraduate and graduate courses.

## **Fiscal and Personnel Resources**

*1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based 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 this program because a number of courses in the proposed major are already offered in the existing Rehabilitation Services program. Existing academic departments within the College of Education and Human Services have the required resources including staff, faculty, and instructional technology support.

## **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 BS in Behavior Analysis and Therapy does not require specialized accreditation or licensure; however a sequence of courses to be included in the major has already been approved by the Behavior Analysis Certification Board for bachelors-level certification and, therefore, graduates will be eligible to enter the workforce in positions working with individuals with intellectual disability, autism, traumatic brain injury, and other severe disabilities.

## **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 Southern Illinois University Carbondale's Bachelor of Science in Behavior Analysis and Therapy, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University and Graduate School policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog and similar information may be available from the College of Education and Human Services upon request.

**Staff Conclusion.** The staff concludes that the Bachelor of Science in Behavior Analysis and Therapy program proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 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.

## **Southern Illinois University Carbondale**

**Proposed Program Title in the Region of Authorization:** Master of Science in Radiologic Sciences in the Southern Region

*Projected Enrollments:* The University projects enrollments of 15 students in the first year, increasing to 40 students by the fifth year.

## **Background**

Southern Illinois University-Carbondale (the University or SIUC) requests authority to offer a Master of Science in Radiologic Sciences (MSRS) in the Southern Region. Currently, the University offers the only baccalaureate degree in Radiologic Sciences in Illinois with specialization options in basic radiography, sonography, MRI/CT, and radiation therapy. The MSRS program will be housed in the School of Allied Health within the College of Applied Sciences and Arts and will serve all student populations that possess a professional certification or license in medical imaging who wish to pursue careers in the field of radiologic science education and/or management.

The Radiologic Science professional is a member of the health care team who has knowledge of the characteristics and clinical relevance of radiographic imaging, is cognizant of patient care procedures, and has the education and expertise necessary to generate diagnostic medical images including sonograms, computed tomograms, magnetic resonance images, and roentgenograms. Accordingly, the MSRS major will focus on leveraging these acquired bachelor-level skills in order to prepare the student to practice as a radiologic sciences educator or manager, as well as provide didactic and experiential opportunities leading to research in educational health care issues as well as refinement of radiologic skills. Graduates of the program will typically work within a hospital, free-standing clinic, or educational institution.

## **Need**

*1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of*

*instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.*

The Illinois Hospital Association notes that recruiting qualified individuals for their imaging departments is becoming increasingly difficult. The lack of qualified applicants for these positions is described as a serious problem in approximately 35 percent of the respondent hospitals. Approximately 25 percent of the responding hospitals also noted that some members of their staff had to be qualified faculty members for educational programs, and these individuals will be increasingly required to possess the terminal master's degree. The current waiting list for existing master degree programs in this field averages two years, and 100 percent of those program graduates are placed in employment prior to graduation.

According to the National Healthcare Database, over 6,000 health care facilities in the United States require at least a master's degree for management positions. Because the entry-level degree for medical imaging is becoming a bachelor's degree, many diagnostic imaging departments within hospitals and imaging centers are now requiring a master's degree for their managers and administrative staff.

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

The University's proposed Masters in Radiologic Sciences will address Goals 1, 2, and 3 of *The Illinois Public Agenda*. Goal 1 is to "increase educational attainment to match the best performing states." The program being proposed is to be taught through distance education. The courses offered will be a combination of web-based learning, research, and experiential learning through internships. The program is structured in such a way that non-traditional working students may successfully complete the degree in two to two and a half years.

Goal 2 is to "ensure college affordability for students, families, and tax payers." Southern Illinois University-Carbondale provides one of the most affordable in-state tuition rates. Through these efforts, the MSRS program from SIUC will be the most cost-effective means of attaining a terminal degree dedicated to the field of radiology, not only for Illinois students, but for all individuals.

Goal 3 is to "increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society." The MSRS program will allow health care facilities or hospitals in Illinois and the region to have access to highly trained personnel to work in their facilities. Additionally, graduates of the MSRS program will be highly trained educators and will be available to fill the growing number of faculty vacancies in radiography programs throughout Illinois.

### **Comparable Programs in Illinois**

Currently, no other MSRS programs of this type are offered in the state. The only master's-level radiology programs in Illinois focus on Medical Dosimetry, whereas SIUC's proposed program focuses on the specialized areas of education and management. Only three universities in the country offer MSRS programs focusing in education and management similar to the one proposed at the University; they are Midwestern State University in Texas, Northwestern State University in Louisiana, and Thomas Jefferson University in Pennsylvania.

### **Mission and Objectives**

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

The mission of the Master of Science in Radiologic Sciences program is to provide a quality program integrating education, research, and service in order to meet the needs of the profession and improve health care of the people and communities the University serves. The goals of the proposed MSRS program support the mission 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**

The minimum admission guidelines of the MSRS program will mirror those of the Graduate School at SIUC. Candidates seeking admission to the program must: possess a baccalaureate degree and have completed a program of study in a field related to allied health, radiography, sonography, medical imaging, health care management, or an equivalent field; be nationally licensed in diagnostic imaging; have a minimum cumulative grade point average of at least a 2.7 on a 4.0 scale; and complete a student background check if required in the legal agreement to perform an internship at an approved institution.

#### **Curriculum**

The Master of Science in Radiologic Sciences is a comprehensive web-based program that will prepare students to enter the professional workforce with a graduate degree in radiology, specializing in either management or education. To facilitate completion of the academic objectives of the program, the course of instruction will consist of 36 semester hours, with 30 hours being earned through didactic credit. Course material throughout the program will include educational theory and management theory. Additionally, advanced study of radiologic sciences coursework including radiation physics, methods, advanced imaging modalities, and patient care will be undertaken for individuals choosing education as their area of specialization.

Students will complete either an internship or a research paper. The student internship will specialize in instructional or management techniques in a real-world setting consisting of six credit hours, where 40 contact hours are required for the student to earn one credit hour. This experiential learning option will take place through the use of student teaching at SIUC and other state or regional basic radiography programs and internships at health care facilities.

#### **Assessment of Student Learning Outcomes**

Each program course will have specific learning goals; student attainment of the goals will be assessed via writing assignments and/or multiple exams. In addition to the major course requirements, students will be required to develop a culminating scholarly work either through completion of a research

paper or internship. Successful graduates will be capable of teaching related topics and/or managing personnel at an introductory level for basic radiologic science professionals.

#### **Program Assessment**

Program faculty will meet throughout the year as needed, but on annual basis they will review all assessment data. If program or curricular changes are needed, established processes in the University's Office of Assessment and Program Review will be used to seek improvements. Planned assessment data will include: graduate and employer satisfaction surveys; retention and graduation rates and time-to-degree completion; job placement and career advancement rates; number of students pursuing doctoral study; as well as number of students and graduates being involved with faculty research projects and presenting or publishing papers.

#### **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 benefit from the existing resources of the School of Allied Health. As such, no additional office space, equipment, laboratories, clinical sites, or buildings will be needed. In addition to the facilities and equipment already in place, including instructional technology and library resources such as textbooks, journals, and databases are available to support the proposed program. Desire2Learn, or other current course management systems, will be used for course delivery within the program. Students will have remote access to radiologic sciences laboratory computed imaging databases utilizing Blackboard file sharing functions during research coursework.

#### **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.*

Three key faculty members who have taught at the graduate level within the Master of Science Medical Dosimetry program will be involved in the delivery of the proposed program. Since a majority of the proposed MSRS courses are cross-referenced with the Dosimetry program, the identified faculty are positioned to be assets in implementing the new program upon IBHE approval. Recently, the University hired four new Radiologic Sciences faculty and it is expected that some of the MSRS program requirements will become part of their assigned workloads. Additional faculty will be hired if program needs increase.

#### **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.*

The proposed MSRS program will use a cost-recovery model, and thus no new state resources are needed to establish this program. Existing academic departments within the College of Applied Sciences and Arts have the required resources including staff, faculty, and IT support.

### **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 MS in Radiologic Sciences does not require specialized accreditation or licensure. Southern Illinois University Carbondale is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

### **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 Southern Illinois University Carbondale's Master of Science in Radiologic Sciences, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University and Graduate School policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog, and similar information may be available from the School of Allied Health upon request.

**Staff Conclusion.** The staff concludes that the Master of Science in Radiologic Sciences program proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 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.



## Southern Illinois University Edwardsville

**Proposed Program Title in Region of Authorization:** Bachelor of Arts or Bachelor of Science in Integrative Studies in the Southwestern Region

*Projected Enrollments and Degrees:* Southern Illinois University Edwardsville estimates that enrollment in the proposed Bachelor of Arts or Bachelor of Science in Integrative Studies will grow from ten students in the first year to 50 by the fifth year.

### Background

Southern Illinois University Edwardsville (SIUE or the University) requests approval to establish a Bachelor of Arts or Bachelor of Science in Integrative Studies in its home region. The Integrative Studies degree is an interdisciplinary program that will give students who have diverse academic interests that span across disciplines the opportunity to meld these interests into a cohesive program. It will provide an opportunity for students to widen their perspectives by exploring and making connections between different fields of study. The program will offer students the opportunity to design a unique BA or BS degree geared toward their personal and career goals.

### Institutional Data

*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.*

Southern Illinois University-Edwardsville is in the competitive enrollment, primarily baccalaureate-granting institution comparison group. Cohort is based on those seeking bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
52.0%	55.0%	54.7%	50/83
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
21.0	24.0	27.0	66/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

The 2012 retention rate for first-time, full-time students at Southern Illinois University-Edwardsville was 71 percent. The three-year student loan default rate for SIUE was 7.5 percent in 2010

and 6.6 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## **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.*

According to the Bureau of Labor Statistics (BLS) *Job Openings and Labor Turnover Survey* February 12, 2013 news release, the Midwest region has experienced an increase in job openings over the previous 12 months ending in December. The BLS also reports future projections for an increase in employment in the industry sectors related to construction, retail, health care, computer services, local government and educational services, management, and engineering. The Illinois Department of Employment Security long-term *Occupational Employment Projections* also indicates growth in employment opportunities for the State of Illinois for 2010 to 2020. These projections include forecasted employment growth in many of the previously mentioned industries, as well as advertising and marketing, financial services, social and physical sciences, community and social services, and personal care and service. Due to the integrative nature of the program and the opportunity to combine focus areas of study, the Integrative Studies degree program will produce graduates who are broadly trained and can meet the employment needs of many of these industries.

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

The proposed program supports three of the four goals of *The Illinois Public Agenda*. It supports Goal 1, Increase Educational Attainment. The Integrative Studies degree program will provide avenues for improving student retention and timely graduation. The flexibility the program offers will allow students to design programs that are tailored toward their personal and academic goals. Currently, qualified students who do not get accepted in the fiercely competitive professional schools such as Nursing and Pharmacy either leave SIUE and transfer to another institution or take additional courses in order to pursue traditional majors at SIUE. With an Integrative Studies degree, students who would have transferred may be encouraged to remain at SIUE since they can design a program that will meld their interest in health science and some other field.

The program supports Goal 2, Improve College Affordability. The addition of the Integrative Studies degree will allow SIUE to increase degree earning options which will expand the offering of college affordability to reach more students, families, and taxpayers. In an effort to keep costs low, the proposed program overview includes the addition of only two new courses and minimal addition to University staff. Students who are already in or have been in the workforce may be granted credit for prior learning up to a maximum of six credit hours. This aids in the efforts of continuing to provide an affordable college education for students, families, and taxpayers.

The program also supports Goal 3, Strengthen Workforce Development. An SIUE Integrative Studies degree will provide students with high-quality post-secondary credentials that are currently in economic demand.

### **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.*

SIUE is dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority; through complementary excellent graduate and professional programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region. The program objectives of the Integrative Studies degree are aligned with the mission of the University.

### **Curriculum and Assessment**

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

*1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.*

### **Admission Requirements**

Candidates for an Integrative Studies degree must be admitted to the University. In addition to the University requirements for admission, candidates for an Integrative Studies degree will be evaluated for admission to the program based on a statement of goals and an interdisciplinary plan of study. Since a 2.0 or better GPA is required to remain in good academic standing at SIUE, a student applying to the Integrative Studies program must have at least a 2.0 GPA at the time of application.

### **Curriculum**

The BA or BS in Integrative Studies is a 120 credit hour program that includes 36 hours of general education; 36-42 hours of focus area courses; nine hours of required program courses; and 33-39 hours of program electives. In order for students to earn a Bachelor of Science, they must complete 8 courses in the Life, Physical, and Social Sciences, which include 2 laboratory courses. For a Bachelor of Arts, students must complete 8 courses in the Fine and Performing Arts and Humanities, which includes a two-semester sequence of a foreign language.

### **Assessment of Student Learning**

Students and course instructors will evaluate the program objectives on a continuing basis. For instance, student learning in the program will be assessed through a variety of measures including but not

limited to: formal course examinations, analytical papers and projects required in courses, successful completion of the core courses, successful completion of a service learning requirement, oral presentations including the final presentation of the capstone project, and completion of a capstone project that requires integration of focus areas and exit interviews and surveys of graduating candidates

### Program Assessment

The program will follow the University's established protocol for undergraduate program review. This protocol includes establishing benchmarks/outcomes, criteria for passing, and where benchmarks/outcomes are assessed. The program will also complete a self-study and will undergo an internal review as well as an assessment by external reviewers. The program will utilize an Integrative Studies Advisory Council. This group will be chaired by an Integrative Studies Program Director and will consist of seven additional faculty members representing all of the colleges in the university.

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

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

Library 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 also 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

Southern Illinois University-Edwardsville provides all faculty, student and staff with email account and services. Online courses are delivered via the University's electronic course delivery platform, Blackboard, a course management system used campus-wide by all teaching faculty and 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; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D)*

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

The 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. Southern Illinois University-Edwardsville 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 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 will be needed to establish the proposed BA or BS in Integrative Studies. In the first year of the proposed program, the existing budget and staffing will be sufficient to operate the program.

### **Accreditation and Licensure**

*1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.*

Neither specialized accreditation nor licensure of program graduates is required.

### **Program Information**

*1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Information about the Southern Illinois University-Edwardsville Integrative 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. Comparable information about the program will be published in the University's undergraduate catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Art or Bachelor of Science in Integrative Studies 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.

## **University of Illinois at Chicago**

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Human Development and Learning in the Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago has projected enrollments will grow from 25 students in the first year to 200 students in the fifth year. It has also projected at least 50 degrees will be awarded in the program in its fifth year.

## **Background**

The University of Illinois at Chicago (UIC or the University) requests authority to offer a Bachelor of Arts (BA) in Human Development and Learning. The BA in Human Development and Learning aims to provide students strong grounding in research and theory concerning learning and development across the lifespan and how to apply this knowledge to working with individuals from diverse backgrounds in a variety of formal and informal learning contexts and educational environments. Graduates will be able to design effective, high-quality formal and informal learning environments grounded in their knowledge about how diverse individuals learn and how that learning is impacted by developmental changes in key areas such as cognition, identity, and language. The BA in Human Development and Learning is appropriate for students who have an interest in working with individuals of varying ages and from diverse groups and/or communities. Upon completion of the program, students will be prepared to work in a variety of educational contexts and settings (e.g., early childhood care centers, Head Start programs, higher education, adult education, business, community-based organizations, after-school settings, and juvenile justice). Graduates will also be able to begin professional or graduate work within a number of disciplines (e.g., education, human development, health and medicine, psychology, higher education, social work, or law). The proposed program will be housed in the College of Education and will build upon the existing programs in the College's Department of Urban Education.

## **Institutional Data**

*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 Chicago is in the competitive enrollment, primarily baccalaureate-granting institution comparison group. Cohort is based on those seeking bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
58.0%	55.0%	54.7%	29/83
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
24.0	24.0	27.0	42/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

The 2012 retention rate for first-time, full-time students at the University of Illinois at Chicago was 78 percent. The three-year student loan default rate for the University of Illinois at Chicago was 4.3 percent in 2010 and 4.2 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## 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.*

Nationally, over the past two decades, there have been increasing investments in fields of employment related to this degree program: school-age and youth work, out-of-school-time learning, early childhood care and development, senior care, organizational learning, as well as on-line and distance learning. The Illinois Department of Employment Security projects an increase of 12 percent in jobs for community and social service positions by 2020 with an estimated 3,310 new job openings annually. A substantial number of these jobs are projected for social and human services assistants (13,057, representing an increase of 13 percent in this specific area) and community service specialists and social workers (4,418, representing an increase of 12 percent in this specific area.). In addition, increases of 11 percent (9,830 total jobs) and 10 percent (2,527 total jobs) are projected for adult education and GED instructors respectively, as well as a substantial increase of 16 percent (6,448 total jobs) for training and development specialists within the business sector. Projected growth in these areas is due to both the creation of new jobs as well as replacement of an aging workforce.

Specifically, with regard to child and youth development, a recent internet search for Chicago-area jobs within school-age and youth development or outreach, produced 50 listings for vacancies within these fields. In addition, given the proliferation of funding for out-of-school and youth service activities from local, state, and federal sources, the number of jobs in this field is likely to increase. Further, according to the Bureau of Labor Statistics, from 2004 to 2014, “healthcare and social assistance — including private hospitals, nursing and residential care facilities, and individual and family services —

will grow by 30 percent and add 4.3 million new jobs. Employment growth will be driven by increasing demand for healthcare and social assistance because of an aging population and longer life expectancies.”

In addition to the demand for individuals within these sectors, the increasing quality and accountability regulations will make it necessary for individuals currently within certain jobs to obtain additional education. For example, early childhood specialists in Head Start programs are now required to have a bachelor’s degree in early childhood education or a related field, such as Human Development and Learning. The proposed program will make it possible for individuals currently in positions in these organizations to meet these demands for a highly qualified workforce. The National Bureau of Labor Statistics (BLS) projected that an increasing national demand growth between 2008 and 2018 for early childhood providers than for other occupations. Comparatively, average occupational growth is projected to be 10 percent; in contrast, the BLS projects a growth of 19 percent for early childhood professionals. The BLS suggests this heightened demand stems from an increased emphasis on early childhood education and the development of programs such as full-day and universal preschool.

Further, this degree will provide individuals in Illinois, and specifically within Cook County (including Chicago), an important career ladder by providing an opportunity for individuals to earn required higher education credentials within many of these fields. Notably, area community colleges (e.g., the Colleges of the City Colleges of Chicago district, Triton College, and Oakton Community College) provide students with opportunities to obtain associate’s degrees in which they focus on academic subjects such as social services, child development, human development and family studies, education, and early childhood care and development, and the proposed BA in Human Development and Learning will provide these students an appropriate baccalaureate option as a next educational step.

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

The proposed degree program most directly supports Goals 1 and 2 of the *Illinois Public Agenda*. The demand for graduates with knowledge and skills related to Human Development and Learning is, and will continue to be, an area of need for jobs in a number of sectors across the state (e.g., education, social services, business, and health care). Only three degree programs of this type, however, exist across the state and only one program is located in the Chicago area. The proposed BA program will provide an affordable option for students in Chicago and the near suburbs to obtain a college degree in this disciplinary area. As the population and workforce in the United States continues to diversify, graduates of the proposed program will be knowledgeable about and skilled in creating learning and work environments that are not only relevant to and supportive of diverse learners and workers, but that can also maximize the assets that diversity brings to an organization or institution. In addition, as the only degree program of this type in Chicago offered by a public institution of higher education, this program will provide an affordable option for Illinois residents within Chicago and the surrounding areas to further their education without having to relocate.

#### *Comparable Programs in Illinois*

Three degree programs of this type are offered in Illinois: the University of Illinois at Urbana-Champaign offers a Bachelor of Science in Human Development and Family Studies, Northern Illinois University offers a Bachelor of Science in Family and Child Studies, and Northwestern University offers a Bachelor of Arts in Human Development and Psychological Services. The proposed degree program differs from the others listed in that: (1), the program covers human development and learning across the lifespan and; (2) it has a specific focus on Human Development and Learning of diverse individuals and within an urban context, making graduates of the BA in Human Development and Learning uniquely positioned to engage with issues and problems relevant to institutions and organizations within Chicago and the surrounding areas. The proposed BA program will provide an affordable option for students in Chicago and the near suburbs to obtain a college degree in this disciplinary area.



## **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 BA in Human Development and Learning is in alignment with the overall mission of the University, “to create knowledge that transforms one’s worldview and, through sharing and application, transforms the world; and to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.” The program will prepare its graduates for entry level careers in school-age and youth work, out-of-school-time learning, early childhood care and development, senior care, and organizational learning, as well as on-line and distance learning. It will also offer students a strong foundation for graduate and professional degrees. The title of this program is congruent with the goals and mission of UIC.

## **Curriculum and Assessment**

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

*1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution’s established processes for academic planning and quality maintenance.*

## **Admission Requirements**

Students can enter the degree program through two routes: (1) students can apply directly to the Human Development and Learning program for admission as first-year students; (2) students can apply as transfer students from another college or program within UIC, from a community college, or another four-year institution. Applicants must complete and submit the following: UIC’s Common Application Online; official high school transcript, passing scores on the General Educational Development (GED) test; and ACT or SAT scores. A transfer applicant must have a minimum of 24 semester or 36 quarter hours of transferable college classroom credit by the time of application.

## **Curriculum**

Grounded in a liberal arts education, the BA in Human Development and Learning will provide students with strong grounding in research and theory concerning cognitive, social, emotional, and language development across the lifespan, as well as how to apply this knowledge to working with diverse individuals in a variety of formal and informal learning contexts and educational environments. The proposed BA in Human Development and Learning requires a total of 120 credit hours, including 45-48 hours of core program requirements, 72-75 hours of general education coursework, and other University courses. The Core program courses include: Introduction to Human Development and Learning; Principles of Learning and Instruction Across Lifespan; Child Development in Contemporary Society; Adolescent and Adult Development in Contemporary Society; and Child and Youth Policies in

Urban America. The program will be offered on campus in largely face-to-face format but some courses may be offered in online and face-to-face hybrid format. Students can study either full-time or part-time.

#### Assessment of Student Learning

The University has in place a standard process for assessing student learning outcomes in all its degree programs. Through the completion of coursework, assignments, and seminars, students in the program will demonstrate competencies by showing they understand and can apply knowledge of theory and research in learning and development; understand and apply how relationship applies to human development and learning; and understand and apply knowledge of how contextual, cultural, and institutional factors relate to developmental and learning outcomes. Assessment of student learning will occur throughout the program. Instructors will assess student learning at different points during courses through multiple methods aligned with course and program learning objectives. The array of assessments includes, but is not limited to: written and oral presentations; tests and quizzes; performance assessments; and portfolios. Each course includes a final assessment that entails synthesis of course materials along with intermittent opportunities for students to demonstrate to peers and faculty their understanding of course content. Students will receive both informal and formal feedback to enhance learning and academic performance during classwork and field experiences. In addition to assessment within coursework, the program includes assessments at the points of admission to the major and graduation, as well as annual reviews of progress.

#### Program Assessment

The evaluation plan for the program is designed to provide feedback to program coordinators and faculty for continuous improvement. Building on the model used by other College of Education programs approved by both IBHE and ISBE, the evaluation plan uses multiple information sources, drawing upon the experiences of students, faculty, community partners, and employers to examine both program implementation (i.e., formative evaluation) and the achievement of outcomes (i.e., summative evaluation). During the development stages of the program, an Advisory Group will be formed to provide guidance on evaluation design and the identification of desired program outcomes. The Advisory Group will include representatives from key stakeholder groups (e.g., program and non-program faculty, as well as community members including faculty from Chicago-area community colleges, representatives from human services organizations, and employers who are likely to hire graduates from this program). The Advisory Group will be responsible for overseeing the planning and carrying out of the evaluation.

Consistent with IBHE staff requirements, the University will submit to IBHE a progress report on the Bachelor of Arts in Human Development and Learning at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. The program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation by students of faculty teaching in the program, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the program, and the level of alumni and employer satisfaction with the program.

#### **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.*

Facilities, including space, equipment, and instructional materials at the University, are adequate for implementing the proposed Bachelor of Arts in Human Development and Learning. The campus-wide Academic Computing and Communications Center (ACCC) will support the faculty with training and professional development opportunities. No special equipment or laboratories are required for the implementation of the proposed degree program.

## Library

The main University library, the Richard J. Daley Library (RJDL), has resources that will adequately support the proposed program. The University is a member of the Consortium of Academic and Research Libraries in Illinois which gives students and faculty access to 76 academic libraries, including many collections within Chicago. Significant among them are the University of Illinois at Urbana-Champaign with the largest collection of any state-operated public education institution in the nation, Columbia College, the Illinois Institute of Technology, and the Chicago Public Library.

## Technology and Instructional Resources

Rooms in the College are equipped with adequate instructional technologies. The campus is equipped wireless internet access and a full-time technology specialist is assigned to the College.

## Faculty and Staff

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

The proposed program will utilize existing faculty of the College of Education. Specifically identified for the proposed program are eight tenured or tenure-track faculty, all of whom are all qualified to support the proposed program. Once the program reaches an enrollment of 200 students, one additional undergraduate advisor within the Office of Student Services will be hired. 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 on supportable*

*estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

No new state resources are needed to establish the Bachelor of Arts in Human Development and Learning. The University projects that establishment of the program will require additional resources of \$109,038 in the first year and \$248,662 in the fifth year. These costs will be covered through internal reallocation of funds within the College and complemented by revenue accruing from tuition.

### **Accreditation and Licensure**

*1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.*

Specialized accreditation for this program and licensure of program graduates are not required.

### **Program Information**

*1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Information about the University of Illinois at Chicago's Bachelor of Arts in Human Development and Learning, 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. Comparable information about the program will be published in the University's catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Human Development and Learning program proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

### **University of Illinois at Chicago**

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Public Policy in the Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago has projected enrollments will grow from ten students in the first year to 80 students in the fifth year. It has also projected at least 20 degrees will be awarded in the program in its fifth year.

## Background

The University of Illinois at Chicago (UIC or the University) requests authority to offer a Bachelor of Arts (BA) in Public Policy in the Chicago Region. The BA in Public Policy is an interdisciplinary degree designed to enhance students' understanding of public problems and how governments attempt to address them. It includes instruction in the role of economic and political factors in public decision-making and policy formulation, microeconomic analysis of policy issues, resource allocation and decision modeling, cost-benefit analysis, statistical methods, and applications to specific public policy topics. Students will be able to either select a specialized policy area from a list of options including education or health policy, military or political science, information and decision sciences, and gender and women's studies, or they will be able to customize the specialization in consultation with an advisor. The degree will prepare students for careers in consulting, law, government, teaching, and the nonprofit sector, as well as graduate study in a variety of fields. It will be housed in the College of Urban Planning and Public Affairs, and will build upon the existing programs in the College's Department of Urban Planning and Public Policy, and the Department of Public Administration.

## Institutional Data

*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.*

University of Illinois Chicago is in the competitive enrollment, primarily baccalaureate-granting institution comparison group. Cohort is based on those seeking a bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
58.0%	55.0%	54.7%	29/83
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
24.0	24.0	27.0	42/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

The 2012 retention rate for first-time, full-time students at the University of Illinois at Chicago was 78 percent. The three-year student loan default rate for the University of Illinois at Chicago was 4.3 percent in 2010 and 4.2 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-

year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## 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 field of Public Policy is central to business, government, and the civic sector which have become increasingly interconnected through partnerships and collaborative efforts to respond to society's problems and needs. The proposed degree will therefore be relevant and beneficial for a growing number of undergraduate students. The U.S. Bureau of Labor Statistics projects the fastest employment growth among healthcare and community and social service occupations between 2010 and 2020. The Congressional Research Service predicts the demand for public policy education to grow with demographic, economic, and political changes. The Chicago metropolitan area is home to more local governments – nearly 7,000, according to the U.S. Census Bureau – than anywhere else in the nation. Based on a University review, opportunities for placement in government agencies and the nonprofit sector are exceptionally good. The Chicago area provides employment opportunities for prospective students who wish to pursue an undergraduate degree in Public Policy for professional growth reasons within their agencies or for promotion to other agencies.

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

The proposed program supports all four goals of *The Illinois Public Agenda*. Goal 1 is to “increase educational attainment to match the best performing states.” The proposed program supports Goal 1 by expanding the degree offerings available to UIC students. By expanding choice of degree programs, more students may pursue further educational attainment in Illinois. Few public institutions offer similar degrees in the United States, and no public institutions in Illinois offer degrees similar to this proposed Bachelor of Arts degree in Public Policy.

The program also supports Goal 2, which is to “ensure college affordability for students, families, and taxpayers.” The proposed program will incorporate prerequisites for core-curriculum courses into the basic and general education requirements, thereby allowing students to optimize each credit hour earned in the degree program. Furthermore, sufficient elective credit hours are incorporated into the degree program to allow students to earn credit hours toward graduation while fulfilling any needed prerequisites for the three-course area of specialization. Many UIC students are low income, members of groups that are under-represented in higher education, and first-generation college goers with limited resources. Because it is publicly supported, UIC offers degrees at lower net cost than most private institutions.

The program supports Goal 3, to “increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.” The proposed program supports Goal 3 by supplying an educated workforce in an area projected to grow in the current decade by the U.S. Bureau of Labor Statistics.

The proposed program also supports Goal 4 by providing public policy course work driven by the latest research and innovations in the field. Faculty members in the Department of Public Administration publish widely and will engage students in their scholarly work.

## Comparable Programs in Illinois

At this time, no other Illinois public college or university offers a baccalaureate degree in public policy, public administration or public service. Four private institutions offer comparable degrees in Illinois: DePaul University, Roosevelt University, Northwestern University, and the University of Chicago. According to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the organization that accredits graduate programs in public policy and administration, the number of stand-alone baccalaureate degrees in public policy has been increasing over the past two decades as has the number of minors in the field available to undergraduates. The proposed program will provide students with a regional alternative to existing programs at lower cost.

## 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 BA in Public Policy program is in alignment with the overall mission of the University, “to create knowledge that transforms one’s worldview and, through sharing and application, transforms the world; and to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program objectives and curriculum.

## Curriculum and Assessment

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

*1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution’s established processes for academic planning and quality maintenance.*

## Admission Requirements

Applicants must complete and submit the following: UIC’s Common Application Online; official high school transcript; passing scores on the General Educational Development (GED) test; and ACT or SAT scores. Students who have acquired 24 semester hours of acceptable college-level credits may be eligible for admission as transfer students. The minimum transfer gpa for admission is 2.75.

## Curriculum

The proposed BA in Public Policy requires a total of 120 credit hours, including 33-34 hours of general education coursework, 45 hours of the major course requirements, and 41-42 credit hours of electives. Major courses include: Introduction to the Policy Process; Policy Analysis; Nonprofit

Organizations in Civil Society; Urban Government; Public Budgeting and Financial Management; Public Management; and a senior capstone experience. The senior capstone will include fieldwork and an undergraduate research project. Students will select an area of specialization in fields such as communication, economics, education policy, gender and women's studies, health policy, military science, and political science. Students will have the option to customize their own areas of specialization with approval by the undergraduate Program Coordinator in the Department of Public Administration

#### Assessment of Student Learning

The University has in place a standard process for assessing student learning outcomes in all its degree programs. Student learning objectives are based on the standards NASPAA established. Upon completion of the degree program, students will be able to: articulate and apply a public values perspective; understand the links between policy theory and practice; understand the dynamics of leadership and management in public governance; contribute effectively as a member of a team; participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems, and make decisions; and communicate and interact productively with a diverse and changing workforce and citizenry. Assessment of student performance and achievement of the objectives and goals in each course will be accomplished through course grades and learning tasks assigned by the instructor. Examples of assessment tools include quizzes, examinations, in-class discussions, term papers, homework, project reports, and presentations. The capstone course, in addition to giving the student the opportunity to apply what they have learned to a specific project, is an opportunity to assess the student's ability to synthesize material and to address public service issues.

#### Program Assessment

The Undergraduate Program Coordinator will meet regularly with the Head of the Department of Public Administration to review the curriculum and student achievement, identify particular weaknesses, and develop ways to strengthen and improve the learning process. The Undergraduate Program Coordinator will serve as the Director of Undergraduate Studies. Individual advising appointments with the Program Coordinator will be used to evaluate student achievement and to communicate learning trends to faculty. The Head and the Program Coordinator will present their findings to the full faculty for direct implementation of remedies and improvements. The Department of Public Administration also relies on an external Advisory Committee, which is comprised of alumni and practitioners in the field, for feedback on the competencies and skills needed by employers. Feedback from the Advisory Committee will help to shape the undergraduate curriculum as it evolves in the future.

Consistent with IBHE staff requirements, the University will submit a progress report on the Bachelor of Arts in Public Policy at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. The program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation by students of faculty teaching in the program, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the program, and the level of alumni and employer satisfaction with the program.

#### **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.*

Facilities, including space, equipment, and instructional materials at the University are adequate for implementing the proposed BA in Public Policy. The campus-wide Academic Computing and Communications Center (ACCC) will support the faculty with training and professional development opportunities. No special equipment or laboratories are required for the implementation of the proposed degree program.

## Library

The main University library, the Richard J. Daley Library (RJDL), has resources that will adequately support the proposed program. The University is a member of Illinois' I-Share consortium of 76 academic libraries, including many collections within Chicago. The UIC Library owns about 259 books in Public Policy, 115 books on public-private collaborations, 456 on Health Policy, 841 on Environmental Policy, 1,320 on Economic Policy, and 519 on Social Policy. The library is also a government document repository.

A number of Public Policy database resources are currently available through the RJDL. They include, for example, Census Data, Chicago City Council Proceedings Index, and Congressional Record, among many. Those databases will connect students to a number relevant journals and periodicals in the field of public policy, including the following, but not limited to: *National Tax Journal*; *Nonprofit and Voluntary Sector Quarterly*; *Public Administration Review*; *Public Opinion Quarterly*; *Public Works Management and Policy*; and *Review of Public Personnel Administration*.

## Technology and Instructional Resources

Classrooms are equipped with adequate instructional technologies. The campus is equipped with wireless internet and the University employs a full-time technology specialist in the College.

## Faculty and Staff

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

The proposed program will include 11 tenured or tenure-track faculty, one full-time lecturer, and one part-time lecturer. The University anticipates hiring a part-time lecturer as the initial Program Coordinator, a part-time staff person, and a full-time faculty member by the fifth year of the program. 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 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 will be needed to establish the Bachelor of Arts in Public Policy. The University projected that establishment of the program will require additional resources of \$90,000 in the first year and \$100,000 in the fifth year. These costs will be covered through internal reallocation of funds within the College and complemented by revenue accruing from tuition.

## **Accreditation and Licensure**

*1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.*

There is no specialized accreditation for this program nor is there any licensure requirement for program graduates.

## **Program Information**

*1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Information about the University of Illinois at Chicago's Bachelor of Arts in Public Policy, 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. Comparable information about the program will be published in the University's catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in Public Policy program proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

## **University of Illinois at Chicago**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Rehabilitation Sciences in the Chicago Region.

*Projected Enrollments and Degrees:* The University of Illinois at Chicago has projected enrollments in the proposed program will grow from 25 students in the first year to 125 students in the fifth year. It is projected that 35 degrees will be awarded in the fifth year.

## Background

The University of Illinois at Chicago (the University or UIC) requests authority to offer a Bachelor of Science (BS) in Rehabilitation Sciences in the Chicago Region. Rehabilitation Sciences is a relatively new and growing field that integrates research and pedagogical skills in Occupational Therapy (OT), Physical Therapy (PT), and other disciplines focused on the physiological, biomechanical, and psychosocial aspects of disability and rehabilitation.

The proposed rehabilitation program will be offered through the already existing UIC College of Applied Health Sciences. The program will draw from the educational and research expertise of the various departments' faculty at the College: Occupational Therapy; Physical Therapy; Biomedical and Health Information Sciences; Disability and Human Development; and Kinesiology, particularly from faculty who are experts in rehabilitation-related fields. These faculty have experience in the broad areas of rehabilitation sciences that involve the scientific study of rehabilitation, assessment, reduction, and adaptation to physical, cognitive, and psychosocial aspects of disability, chronic health conditions, and functioning.

## Institutional Data

*Criterion 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 Chicago is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
58.0 percent	54.7 percent	55.0 percent	49/83
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
24.0	27.0	24.0	42/94

Retention and student loan default rate data are included as new informational items to expand upon the institutional data provided in the above table. The retention and student loan default rate data were not used in the evaluation of this application. In the future, these data will be considered during the application review process and used in making a staff recommendation for board action.

The 2012 retention rate for first-time, full-time students at the University of Illinois at Chicago was 78 percent. The three-year student loan default rate for University of Illinois at Chicago was 4.3 percent in 2010 and 4.2 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2010 average three-year national cohort default rate was 14.7 percent. For context, per Section 435(a)(2) of the Higher Education Act of 1965, the U.S. Department of Education suspends eligibility for FFELP loans for any college with a cohort default rate of greater than or equal to 25 percent for three years in a row.

## **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.*

According to the Institute of Medicine (US) Committee on Disability in America, over 50 million Americans are estimated to have disabilities that limit or prevent them from engaging in normal day-to-day activities, especially employment, independent living and community engagement. The number of older adults living in the United States is expected to increase to 72.1 million by 2030. Also, according to the 2001 National Survey of Veterans (NSV), approximately 24 million veterans are living in the United States and approximately 33 percent report at least one functional limitation. All these factors indicate an imminent need to increase the number of healthcare professionals.

Healthcare and social assistance jobs will be among the top four sectors to lead growth in the Illinois economy between 2008 and 2018. The Illinois Department of Employment Security has estimated the rate of growth for jobs that require an advanced degree to be 14 percent, which is higher than the projected growth for all jobs (ten percent). The rate of growth for occupational therapy jobs is 28.4 percent, with 4,396 current positions and an estimated 205 openings, annually. The rate of growth for physical therapy jobs is 29.2 percent, with 7,406 current positions and 306 annual openings. Nationally, it is estimated that Physical Therapy job openings will increase by 39 percent between 2010 and 2020, which is greater than the average job openings reported for all other occupations. Similarly, occupational therapy job openings are estimated to increase by 33 percent within the same timeframe. The proposed program is designed to meet current and future employment needs that have arisen due to the Illinois and national growing aging population. It is also designed to serve as a pre-professional degree for many healthcare and graduate programs including, but not limited to, occupational therapy, pre-law, and pre-healthcare administration master's programs.

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

The Bachelor of Science in Rehabilitation Sciences will address all of the goals of *The Illinois Public Agenda*. Goal 1 is to “increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability,” and Goal 2 is to “ensure college affordability for students, families, and taxpayers.” Few rehabilitation sciences programs are offered across the country and none is offered in the Chicago area. The University serves a large proportion of students in the local metropolitan region which has been identified in *The Illinois Public Agenda* to have a regional gap in both prosperity and wealth as well as in college enrollment.

Offering the proposed program in an urban setting at a public university can provide both increased access to a high quality degree and at a more affordable level to urban students, addressing Goals 1 and 2.

Goal 3 is to “increase the number of high-quality post-secondary credentials to meet the demands of the economy and the increasingly global society.” This program will be offered in an urban setting with a relatively high proportion of persons with disabilities. According to Disability Statistics published by the United Nations, Urban regions in the United States have greater proportion of person with disabilities than rural regions. The increasing number of aging population will also contribute to the need for rehabilitation specialists. This program will help address this need and accomplish Goal 3 of *The Illinois Public Agenda* by offering quality education in the field of rehabilitation.

### **Comparable Programs in Illinois**

Rehabilitation Sciences is a new and rapidly growing educational field across the nation. Only two other institutions in the state offer similar, but not comparable, programs at the baccalaureate level. Northern Illinois University (NIU) offers a Bachelor of Science in Health Sciences with a concentration in Rehabilitation Services, while the University of Illinois at Urbana at Champaign (UIUC) offers a Bachelor of Science in Community Health with a concentration in Rehabilitation and Disability Studies. The programs at these institutions differ from the proposed program in important ways. The first is that the degree at NIU focuses on communication disorders and pre-rehabilitation counseling and is designed to prepare students for advanced studies in the area. The degree at UIUC is mainly focused on community health and public health-related areas. The proposed degree, in contrast, will encompass the broad field of rehabilitation sciences.

### **Mission and Objectives**

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

The mission of the University is “to create knowledge that transforms our views of the world and, through sharing and application, transforms the world; to provide a wide range of students with the educational opportunity only a leading research university can offer; to address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment; to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world; to train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program’s objectives and curriculum.

### **Curriculum/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

For freshman admission, applicants are expected to have a minimum ACT score of 21 and a minimum GPA of 2.5. Students are also expected to submit recommendation letters from teachers, counselors, or extracurricular activity supervisors. Transfer students are expected to have a minimum of 24 credit hours at application and 36 credit hours at enrollment. A minimum GPA of 2.5 is highly recommended for transfer students. The following coursework is recommended for transfer students: English Composition I & II; General Biology; Introduction to Psychology; and one course from History, Humanities, Sociology and World Cultures.

## Curriculum

The proposed Rehabilitation Sciences program is interdisciplinary with research and educational components and covers areas such as anatomy, physiology, kinesiology, disability studies, assistive technology, restorative and supportive therapies, and healthcare administrative skills in health informatics and health ethics. The required courses will include: Basic Concepts of Rehabilitation Sciences, Anatomy and Physiology, Applied Musculoskeletal Anatomy, Statistics and Research Methods, Psychology, Ethics, Medical Terminology, Rehabilitation Case Management, Assistive Technology, Social Construction, Cultural Production of Disability, and Health Informatics. The summary of course requirements include: six credit hours of University Writing requirements; 21 credit hours of General Education Core requirements; 48-53 of Common Core requirements; and variable selective and electives, for a total of 120 credit hours required for graduation. Students have the option of selecting electives in their areas of interest. Practical experience will be gained from experiential learning, internships and research. Electives can be chosen in pre-occupational therapy, pre-law, and pre-health administration so that students complete respective graduate program admission prerequisites.

## Assessment of Student Learning Outcomes

The curriculum and learning requirements of the proposed program aligns with program objectives. The learning objectives will be assessed using a series of evaluation tools including exams, quizzes, and term papers. The program will implement a learning outcome assessment plan and program evaluation in the first year. These plans will be targeted to help gather information to monitor students' progress and improve teaching and learning.

## Program Assessment

The program will be evaluated by the Program Director. In addition, a Program Evaluation Committee comprised of a faculty representative from each participating department in the College, an academic advisor, a student, and an external advisory member will be established. The Program Evaluation Plan outlines the metrics that will be used to monitor the progress of the program, the timeline for assessment, and the staff and faculty representatives responsible for the different components of the program assessment. The metrics used for program assessment will include: admissions and enrollments of students (characteristics of the student population, admitted, and enrolled students); course offerings (scheduling and enrollment of classes); course content relevance; degree curriculum; faculty teaching methods and skills; student progression (GPA and students' progress through the program); and graduation data. The Program Director and the Program Evaluation Committee will collect and assess graduation surveys, alumni surveys, and internship and employer survey to provide information on

program improvement. The Committee will be responsible for making program improvement recommendations to the Associate Dean for Academic Affairs and the degree faculty on an annual basis.

Consistent with IBHE staff requirements, the University will submit to IBHE a progress report on the Bachelor of Science in Rehabilitation Sciences program at the end of the third year of operation. The report will summarize key areas of accomplishments, the challenges faced by the program and the measures utilized to address these challenges. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including student evaluation of faculty teaching; 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. A summary of the program review including the program's strengths and weaknesses as well as steps taken to improve the program, will be submitted by the University to IBHE with summaries of other programs on 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 or public service, are conveniently available and accessible and can be maintained.*

The University has adequate facilities, equipment, and instructional resources to support the program. The classrooms and laboratories that will support the curriculum will be housed within the College of Applied Health Sciences Building; the Disability, Health, and Social Policy Building; and the Integrative Physiology Laboratory. The Integrative Physiology Laboratory contains equipment for faculty and student use in cellular and whole-body health related research. The facility also provides laboratory resources for integrating research in cardiovascular function, metabolism, inflammation, hydration and nutrition status, and exercise/physical activity in healthy individuals and in members of populations at risk or who suffer from chronic disease.

The Disability, Health, and Social Policy Building will house faculty offices, classrooms and support services for the core faculty in the program. The offices and classrooms of the Department provide about 47,355 square feet space and are in close proximity to the Health Sciences library. The Department also houses Braddock Library on Disability. The library has special collections of over 3,500 disability-related books, papers, and archival materials. The Assistive Technology Unit occupies 5,000 square feet of laboratory, engineering, fabrication, evaluation, and office space on the fourth floor of the Disability, Health and Social Policy Building. In addition, the University library provides a wide range of resources for the program including key textbooks, databases of electronic resources and archived journal articles (e.g., MEDLINE, PSYCHINFO, and CINAHL). Examples of the electronic resources include: *Annals of Physical and Rehabilitation Medicine*; *Archives of Physical Medicine and Rehabilitation*; *Clinical Rehabilitation*; *Disability and Rehabilitation*; *International Journal of Therapy and Rehabilitation*; and the *Journal of Physical Medicine & Rehabilitation Sciences*.

### **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 program will utilize staff resources available at the College of Applied Health Sciences, including faculty and student support staff. One advisor will be in charge of each cohort of students to monitor their progress and improve their learning opportunities. 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**

*Criterion 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.*

The College of Applied Health Sciences has adequate resources to support the program. The University will need to hire one new, full-time faculty member at the start of the program, and by the end of the third year, one or more additional faculty members will be hired, full- and part-time, to teach in the program. Funding for the program will be sourced from tuition funds.

### **Accreditation/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 of program graduates is required for them to enter directly into the healthcare and social assistance jobs for which the program will prepare graduates. Students who wish to pursue careers in licensed professions such as occupational or physical therapy will be well positioned by the program to enter appropriate graduate programs that lead to such 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 the proposed program, including description of the admission policies, University policies, tuition, fees, and curriculum are detailed in the proposal and will be published on the University's website. Comparable information about the program will also be available from the College of Applied Health Sciences.

**Staff Conclusion.** The staff concludes that the Bachelor of Science in Rehabilitation Sciences proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

## **University of Illinois at Chicago**

**Proposed Program Title in Region of Authorization:** Master of Science in Business Analytics in the Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago has projected enrollments in the proposed program will grow from 15 students in the first year to 75 in the fifth year. The University has projected that approximately 60 degrees will be awarded in the fifth year of the program.

## **Background**

The University of Illinois at Chicago (UIC or the University) requests authority to offer a Master of Science (MS) in Business Analytics in the Chicago Region. The program will prepare students for varied data-focused work roles including business analyst, data analyst, quantitative analyst, data scientist, digital marketing analyst, supply chain analyst, and risk analyst to product managers for information and analytics driven organizations, as well as related managerial roles. Students will learn foundational knowledge in data management and business intelligence; applied statistics and data mining approaches for analytics, with knowledge of business functional areas; analytics applications in specific contexts; and understanding of analytics and information management practice and strategy in organizations. The Master of Science in Business Analytics will be housed in the College of Business Administration.

## **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.*

Though not an exact match to the areas in which graduates of this proposed program will find employment, the Illinois Department of Employment Security shows growth between 2010-2020 in the more general management analyst classification at 20.8 percent, and the Bureau for Labor Statistics predicts growth in that same title of 19 percent.

The U.S. Bureau of Labor Statistics projects high demand for business analysts and other information management-related jobs. With the growing focus on data-driven operations, products and services, businesses are seeking to employ individuals with the knowledge and capabilities for data management, business intelligence, and analytics related work. A recent report by McKinsey Global Institute notes, "[b]y 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the

analysis of big data to make effective decisions.” The Illinois Department of Employment Security (IDES) shows growth in the more general management analyst classification at 20.8 percent, and the Bureau for Labor Statistics predicts growth in that same title of 19 percent. Traditional business programs like the Masters of Business Administration (MBA) and Masters of Science (MS) in Information Systems do not prepare students for the analytical depth required for such work roles. The proposed program is designed to address these state and national workforce needs by preparing graduates who have understanding in data management and analytics knowledge and their applications to business contexts.

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

The proposed program supports two of the four goals of *The Illinois Public Agenda for College and Career Success*. It supports Goal 2, to “ensure college affordability for students, families, and taxpayers.” As a publically funded institution, the cost of obtaining a college degree at UIC is lower than private institutions offering similar programs in the region. Many UIC students are drawn from low-income, underrepresented families with limited resources. The proposed program will make graduate education more affordable for these students. The program also supports Goal 3, to “increase the number of high-quality postsecondary credentials to meet the demands of the economy in an increasingly global society.” The proposed MS in Business Analytics will help to increase the number of high-quality professionals in a STEM field that is in high demand locally and nationally.

### **Comparable Programs in Illinois**

The University has identified a list of public and independent institutions in Illinois with programs in analytics and related areas of study (e.g., University of Illinois at Urbana-Champaign, Illinois Institute of Technology, Northwestern University, and University of Chicago). The primary factor differentiating the proposed program from other Illinois programs is its multi-disciplinary approach where statistics, computational methods, and information systems are fused and applied to different business areas. The program at UIC will combine training in statistics, computing, and information systems and addresses analytics applications in different business contexts such as financial markets, healthcare, supply chain, and marketing. Students in the proposed program will have the capabilities necessary to work in increasingly complex and data-rich business environments and effectively leverage data assets to enhance decision-making, productivity, and competitiveness in current and future businesses.

### **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 is in alignment with the overall mission of the University, which is “to create knowledge that transforms one’s worldview and, through sharing and application, transforms the world; and to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.” The proposed program objectives of the Master of Science in Business Analytics degree are in line with the mission of the University and are consistent with what the degree title implies.

### **Curriculum and Assessment**

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the*

*curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

*1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.*

## Admission Requirements

Applicants to the program must satisfy the following requirements: an earned bachelor's degree in any field; a strong background in calculus and statistics; a minimum GPA of 3.0 for the final 60 semester hours of undergraduate studies; GMAT or GRE test scores; a minimum score of 585 in TOEFL for international students; two letters of recommendation; and a personal statement.

## Curriculum

The proposed MS in Business Analytics will require a minimum of 32 credits comprising 12 hours of required core courses, four hours of a required capstone course, and 16 hours of electives. Students who have fulfilled all of the required prerequisites may complete the program within 12 months of commencement, while those requiring prerequisite preparation may take between 18 and 24 months to complete the degree. Students entering the program with sufficient background in any of the required core courses may, with the approval of the Director of Graduate Studies, take an advanced analytics elective in its place. The required core courses for the degree are: Advanced Database Management; Statistical Models and Methods for Business Analytics; and Business Data Mining. The capstone course ties together the technical material in the core courses and electives with discussion and cases to address issues related to analytics strategy for organizations and effective analytics practice. This course further integrates this material with project work that involves either detailed study of analytics strategy and practice in organizations or development of analytics related solutions for specific problems.

## Assessment of Student Learning

The University of Illinois at Chicago has established policies and practices for the assessment of student learning outcomes in all its degree programs. These policies and practices will be applied in the proposed program. Faculty will assess individual students' abilities to meet the following learning outcomes: (1) apply concepts of data design, storage, integration, access and querying, data warehousing, and business intelligence; (2) apply a broad range of analytical methods for data-driven inference and modeling; (3) effectively communicate with various stakeholders on requirements, methods, results, and broader business issues for deriving value from analytics applications; (4) demonstrate knowledge of business and functional areas and evaluate an organization's data assets; and (5) use best practices and governance approaches related to data analytics in organizations. Faculty will use a variety of assessment strategies to monitor student progress toward these outcomes including tests and in-class assignments. Student performance in the capstone course will be assessed through application of business and technical knowledge to case studies and related problems. Letter grades will be used for all courses. Students will be required to earn a grade of C or better on all pre-requisites courses. Students must earn a grade of C or better on all core and elective courses and maintain a minimum GPA of 3.0 out 4.0 in the program.

## Program Assessment

The University has established regular procedures for assessing all its programs. Faculty will convene in department meetings to discuss student performance in courses and feedback from project sponsors and employers. In addition, the program will be accredited through Association to Advance Collegiate Schools of Business (AACSB) which requires well-defined processes for assessment of student learning and program improvement. In keeping with University and AACSB requirements, the College will assess the program and make ongoing improvements based on the following evidence: a bi-annual survey of graduating students, placement data and remuneration for its graduates three and six months after graduation, the diversity of its enrolled students, a study of faculty engagement of students in instructional practices as defined by AACSB standards, and faculty development and scholarly productivity. In addition, 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 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.*

Facilities, including space, technologies, and instructional materials, are adequate to implement the proposed Master of Science in Business Analytics.

### **Library**

Library resources at UIC will support the proposed program. The University's library has a large collection of materials for the fields of business and in business analytics-related fields. The resources to support the proposed program have been identified. Various books and electronic resources are available through the library to support the needs of the program. Research journals and periodicals are also available through the library; specific examples of these are *Management Science*, *Decision Support Systems*, *Marketing Science*, *SIGKDD Explorations*, *Proceedings of the International Conference on Knowledge Discovery and Data Mining*, and *Proceedings of the IEEE International Conference on Data Mining*.

### **Technology and Instructional Resources**

Classrooms are equipped with adequate instructional technologies. The University retains the service of a full-time technology specialist in the College.

### **Faculty and Staff**

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

*sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

The University has policies in place to ensure faculty and staff possess training, credentials, and other appropriate qualifications to provide needed support for the program. Faculty who will teach in the proposed MS in Business Analytics program will have credentials at least one degree level above the degree program. Seventeen faculty members have been identified as instructors for the proposed degree program, and all of them meet the criteria set forth above. 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 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 Master of Science in Business Analytics. Because this is an interdisciplinary program, many of the courses will be taught by current faculty in business, statistics, computing, information systems, and related fields.

### **Accreditation and Licensure**

*1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.*

There is no licensure or certification requirement for program graduates. UIC will seek AACSB accreditation for the proposed program.

### **Program Information**

*1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Information about the University of Illinois at Chicago's Master of Science in Business Analytics, 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. Comparable information about the program will be published in the University's graduate catalog.

**Staff Conclusion.** The staff concludes that the Master of Science in Business Analytics program proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

## **University of Illinois at Chicago**

**Proposed Program Title in the Region of Authorization:** PhD in Rehabilitation Sciences in the Chicago Region.

*Projected Enrollments and Degrees:* The University of Illinois has projected that the PhD in Rehabilitation Sciences will increase from approximately five students in the first year to 25 students in the fifth year. It is projected that five degrees will be awarded in the fifth year.

## **Background**

The University of Illinois at Chicago (UIC or the University) requests authority to offer a PhD in Rehabilitation Sciences in the Chicago Region. Rehabilitation Sciences is a relatively new and growing field that integrates research and pedagogical skills in occupational therapy (OT), physical therapy (PT), and other disciplines focused on the physiological, biomechanical, and psychosocial aspects of disability and rehabilitation.

The proposed rehabilitation program will be offered through the already existing College of Applied Health Sciences. The program will gain from the educational and research expertise of the various departments' faculty at the College of Applied Health Sciences: Occupational Therapy; Physical Therapy; Biomedical and Health Information Sciences; Disability and Human Development; and Kinesiology, particularly from faculty who are experts in rehabilitation-related fields. These faculty have experiences in the broad areas of rehabilitation sciences that involves the scientific study of rehabilitation, assessment, reduction, and adaptation to physical, cognitive, and psychosocial aspects of disability, chronic health conditions, and functioning.

Graduates of the proposed PhD in Rehabilitation Sciences will be prepared to take up faculty roles in institutions of higher education's programs of study in PT, OT, Kinesiology, and other related fields. The program is designed primarily to help fill existing faculty shortages in rehabilitation disciplines including, but not limited to, Physical Therapy and Occupational Therapy. The program will also focus on exposing students to the existing and emerging rehabilitation theories and practices. Graduates not interested in academic careers can pursue alternative careers as rehabilitation scientists/clinical healthcare professionals in government agencies or the private sector.

## **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.*

No doctoral-level programs in rehabilitation sciences in the State of Illinois currently focus on preparing students for academic careers. The existing programs in occupational therapy and physical therapy are clinical track programs focused on training professionals for advanced clinical healthcare

jobs. The PhD in Rehabilitation Sciences will be primarily focused on preparing students for academic careers. There is a shortage of healthcare workers across the nation. University of Illinois at Chicago is prepared to address this shortage by preparing future faculty who can contribute to training more healthcare professionals. If approved by the Illinois Board of Higher Education (IBHE), the University will be the first in the State of Illinois to doctorally prepare students in the rehabilitation sciences.

Healthcare and social assistance jobs will be among the top four sectors to lead growth in the Illinois economy between 2008 and 2018. Department of Employment Security has estimated the rate of growth for jobs that require an advanced degree to be 14 percent, which is higher than the projected growth for all jobs (ten percent). The rate of growth for occupational therapy jobs is 28.4 percent, with 4,396 current positions and an estimated 205 openings, annually. The rate of growth for physical therapy jobs is 29.2 percent, with 7,406 current positions and 306 annual openings. Nationally, it is estimated that physical therapy job openings will increase by 39 percent between 2010 and 2020, which is greater than the average job openings reported for all other occupations. Similarly, occupational therapy job openings are estimated to increase by 33 percent within the same timeframe.

Currently, a Rehabilitation Sciences track is offered at the University as an informal course of study within the PhD program in Kinesiology, Human Nutrition, and Rehabilitation. This sub-track has proven successful since inception in 2008 but a stand-alone program with its own faculty core, curriculum, and professional identity will be better positioned to contribute to the overall mission of producing rehabilitation scientists. Under the current structure, three students have graduated and 12 are currently enrolled. Some of these students have won esteemed awards, including a fellowship from the American Heart Association, the Chancellor's Graduate Fellowship, and the Talent Development Award from the Ministry of Health and the National University Hospital in Singapore. The three graduates have been accepted to or have recently completed post-doctoral studies. The University will be able to build upon these accomplishments with the implementation of the proposed degree program.

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

The proposed PhD program in Rehabilitation Sciences will meet all four goals of *The Illinois Public Agenda*. Goal 1 is to “increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.” This program aims to doctorally prepare students for faculty and research careers. If IBHE approves this proposal, the University will be the first in the State of Illinois to train students in the rehabilitation-based theories, research methods, and pedagogy. The University, through the expertise of the faculty at the College of Applied Sciences, is adequately prepared to offer quality rehabilitation training. The program is expected to be one of the top-ranked PhD programs among public universities in the country. This outcome will be measured using the University's program graduation rates to compare with the rates of other programs in the country and by comparing job placement rates in the relevant job categories (e.g., academic positions in occupational therapy and physical therapy).

Goal 2 is to “ensure college affordability for students, families, and taxpayers.” The proposed program will meet this goal by keeping tuition on the level of other doctoral programs at the University. This program will be one of the most affordable in the state and nation. Also, the program presents opportunities for students to combine programs. For example, students can co-enroll in the MS program in Occupational Therapy and in the PhD program in Rehabilitation Sciences to further reduce enrollment time and tuition. The affordability goal will also be met by offering students tuition waivers and stipends through grants obtained by faculty members of the PhD program and/or through other internal sources such as the Board of Trustees Waivers.

Goal 3 is to “increase the number of high-quality post-secondary credentials to meet the demands of the economy and the increasingly global society.” The program will prepare researchers, educators, and scientist-practitioners to conduct research and pedagogy in the broad field of rehabilitation. Graduates can find employments in universities, teaching hospitals and other research-oriented clinical settings, private industry, government, and non-for-profit organizations.

Goal 4 is to “better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions.” The proposed program will integrate education, research and innovation in applied health and rehabilitation disciplines to prepare students for academic careers and to contribute to the economic needs of the State. Graduates will be prepared to apply pedagogical skills and research knowledge to address faculty shortages in the State of Illinois. Students will also be engaged to advance research in rehabilitation theory, scholarship, and practice. Graduates of the program will train future generations of clinicians and conduct research and scholarship in the rehabilitation sciences and other related fields. This will help increase the number of health care workers in the State and contribute to the strength of the Illinois economy.

### **Comparable Programs in Illinois**

Rehabilitation Sciences is a new and rapidly growing educational field across the nation. No institutions in Illinois currently offer PhD degrees in rehabilitation sciences, although Southern Illinois University Carbondale offers a related doctoral degree. The PhD in Rehabilitation offered at the Southern Illinois University Carbondale is described in the catalog to prepare “graduates for careers as university educators, researchers, clinicians and practitioners.” The SIUC program has two areas of concentration: (1) in Rehabilitations Counseling and Administration to prepare students for career in counseling or administration; and (2) in Behavior Analysis and therapy to prepare students for teaching and research. Both concentrations have similar emphasis relating to behavioral sciences/counseling, but differ from the proposed UIC program because they lack physical/physiological rehabilitation sciences focus. If approved, UIC will be the first institution in the state to offer a degree in rehabilitation sciences with the focus on training future PhD-level faculty to engage in increasing the number of healthcare professionals.

### **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 PhD in Rehabilitation Sciences supports the mission of the University by providing interdisciplinary educational and research opportunities to students. The doctoral program will advance educational experience in the theoretical, methodological, and pedagogical aspects of rehabilitation sciences. The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program objectives and curriculum.

### **Curriculum/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 proposed program are comparable to the standard for PhD-level programs in the state and across the country. Applicants are required to have undergraduate degree, at least a 3.0 GPA (on a 4 point scale) for the final 60 semester (90 quarter) hours of undergraduate study, and at least a 3.5 GPA for previous graduate work. Applicants are also required to submit GRE scores as well as other program-specific documents such as personal statements, letters of recommendation, and writing samples. The minimum GRE test score for entry into the program is 152 (56th percentile) on the verbal section and 151 (56th percentile) on the quantitative section. Applicants are required to have a bachelor's degree in a related field. However, some students, with the consent of advisors/mentors, may be required to complete prerequisite courses depending on their choice of specialization.

## Curriculum

The proposed Rehabilitation Sciences program will have an interdisciplinary focus covering the scientific study of the prevention, assessment, reduction, and adaptation to physical, cognitive, and psychosocial aspects of disability and functioning. The program will emphasize prevention or reduction of disability through the established faculty mentoring system that enable students to gain knowledge and skills in theoretical, methodological and research rehabilitation study. The program will incorporate basic and applied research perspectives and seek to advance the translation of rehabilitation research into clinical practice and community-based settings. Students can choose from an area or a combination of diverse areas of interest including neurorehabilitation, cardiovascular functioning and physical fitness, sensory and motor function, healthcare communication, assistive technology, telerehabilitation, rehabilitation-related assessments and methodologies, biostatistics, community-based interventions, cultural diversity, and health disparities research.

The curriculum will cover broad areas in rehabilitation theory, research, and practice. The recommended coursework includes: (1) theoretical, methodological, and statistical coursework specifically focusing on rehabilitation science and practice; (2) a series of interdisciplinary courses that focus on the intersection between rehabilitation science research and the broader domain of applied health sciences; and (3) a mentoring model approach that offers opportunities for intensive apprenticeship experiences in preparation for what is required for the doctoral dissertation. Students are required to take 22-28 credit hours of rehabilitation sciences courses, six to nine credit hours of statistical and data analysis courses, a minimum of 18 credit hours of electives from within the College of Applied Health Sciences, a minimum of 32 credit hours of dissertation research, and additional electives for a total 96 post-baccalaureate hours. The program is designed to be a full-time course of study and students must complete the program within nine years from the start of the entry for post-baccalaureate students and seven years for students entering with a master's degree.

## Assessment of Student Learning Outcomes

The curriculum and learning requirements of the proposed program aligns with the program objectives. Student learning objectives will be assessed through the following methods:

- Course papers and exams in the various coursework (i.e., mid-semester and end-of-semester grade reports);

- Preliminary exams;
- Doctoral dissertation; and
- Assessment of independent research and teaching experiences through performance in the elective courses.

To be consistent with the requirements of UIC's Graduate College, students will be expected to maintain a minimum of 3.0 GPA for all required and elective courses in the program. To further ensure quality of program and student outcomes, each year grades will be collected and compared to promote learning standards. In addition, the Director of Graduate Studies, in collaboration with the Faculty Curriculum and Evaluation Committee, will interview alumni every three years to gather information on job placements and career advancement.

### Program Assessment

The program will be evaluated annually by the Director of Graduate Studies and the Student and Faculty Evaluation Committee using a standardized student and faculty review form which was designed to gather information to monitor the progress of the program. Some of the information that will be gathered include: faculty and student collaboration in research and community service; student engagement in integrative learning activities (internship, practica, study abroad); student learning assessment results; employer, alumni, and other satisfaction survey results on job placement and career advancement; number of students involved in faculty research or other faculty led projects; pass rate of graduates on preliminary exams; retention, graduation and completion rates. In addition, the Director of Graduate Studies will evaluate faculty productivity in research, scholarship, instruction and public service by conducting review of each faculty member's CV and departmental workload report.

Consistent with IBHE staff requirements, the University will submit to IBHE a progress report on the PhD in Rehabilitation Sciences program at the end of the third year of operation. The report will summarize key areas of accomplishments, the challenges faced by the program and the measures utilized to address these challenges. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including student evaluation of faculty teaching; 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. A summary of the program review including the program's strengths and weaknesses as well as steps taken to improve the program, will be submitted by the University to IBHE with summaries of other programs on 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 or public service, are conveniently available and accessible and can be maintained.*

The University has adequate facilities, equipment and instructional resources to support the program. The classrooms and laboratories that will support the curriculum will be housed within the College of Applied Health Sciences Building; the Disability, Health, and Social Policy Building; and the Integrative Physiology Laboratory. The Integrative Physiology Laboratory contains equipment for faculty and student use in cellular and whole-body health related research. The facility also houses laboratory

resources for integrating research in areas such as: cardiovascular function; metabolism; inflammation; hydration and nutrition status; and exercise/physical activity, in healthy individuals and in populations at risk or who suffer from chronic disease.

The Disability, Health, and Social Policy Building will house faculty offices, classrooms and support services for the core faculty in the program. The offices and classrooms of the department provide about 47,355 square feet space and are in close proximity to the Health Sciences library. The department also houses Braddock Library on Disability. The library has special collections of over 3,500 disability related books, papers, and archival materials. The Assistive Technology Unit occupies 5,000 square feet of laboratory, engineering, fabrication, evaluation, and office space. In addition, the University library will provide a wide range of resources for the program including key textbooks, databases of electronic resources and archived journal articles (e.g., MEDLINE, PSYCHINFO, and CINAHL). Examples of the electronic resources include: *Annals of Physical and Rehabilitation Medicine*; *Archives of Physical Medicine and Rehabilitation*; *Clinical Rehabilitation*; *Disability and Rehabilitation*; *International Journal of Therapy and Rehabilitation*; and *The Journal of Physical Medicine & Rehabilitation Sciences*.

### **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 program will utilize staff resources available for the existing track in Rehabilitation Sciences within the College of Applied Health Sciences. This includes the Director of Graduate Studies and one half-time staff member. The program will also utilize the expertise of the 23 doctoral-prepared faculty. The faculty in the program are well published and are actively engaged in research. Several of the faculty have attracted research grants that range in the millions of dollars.

### **Fiscal and Personnel Resources**

*Criterion 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.*

The College of Applied Health Sciences has adequate resources to support the program. The University will hire one additional staff to provide administrative support. Individual faculty have externally-funded research grants to support students in the program.

### **Accreditation/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 required for the proposed program. However, some of the departments within the College of Applied Health Sciences have specialized accreditation. For example the Master of Science degree in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) and the Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

### **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 proposed program, including a description of the admission policies, University policies, tuition, fees, and curriculum are detailed in the proposal and will be published on the University's website. Comparable information about the program will also be available from the College of Applied Health Sciences.

**Staff Conclusion.** The staff concludes that the PhD in Rehabilitation Sciences proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

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 Manufacturing Management 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 Northern Illinois University authorization to establish the Institute for NanoScience, Engineering, and Technology in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Southern Illinois University-Carbondale authorization to establish the Bachelor of Science in Behavior Analysis and Therapy and the Master of Science in Radiologic Sciences in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Southern Illinois University-Edwardsville authorization to establish the Bachelor of Art or Bachelor of Science in Integrative Studies*

*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.*

*The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago authorization to establish the Bachelor of Arts in Human Development and Learning, the Bachelor of Arts in Public Policy, the Bachelor of Science in Rehabilitation Sciences, the Master of Science in Business Analytics and the PhD in Rehabilitation Sciences in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

