

**APPROVED**  
**AUGUST 11, 2015**

Item #VI-13  
August 11, 2015

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

**Submitted for:** Action.

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

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

Northeastern Illinois University

- Master of Arts in Community and Teacher Leaders in the Chicago Region

Northern Illinois University

- Doctor of Nursing Practice in the Fox Valley Region

Southern Illinois University Edwardsville

- Bachelor of Arts in International Studies in the Southwestern Region
- Bachelor of Science in Mechatronics and Robotics Engineering in the Southwestern Region

University of Illinois at Springfield

- Bachelor of Arts in Elementary Education in the Central Region

Western Illinois University

- Master of Arts in Community and Economic Development in the Western Region
- Master of Science in Applied Statistics and Decision Analytics in the Western 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, addresses 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.

**Executive Summary – Public Institutions**

Northeastern Illinois University

- Master of Arts in Community and Teacher Leaders

Northeastern Illinois University requests authority to offer Master of Arts in Community and Teacher Leaders in the Chicago Region. The proposed program is designed to provide opportunities for traditional and returning adult learners to obtain an advanced educational credential to improve their leadership skills as they serve within community-based organizations and educational systems. The curriculum for the proposed Master of Arts in Community and Teacher Leaders requires 30 credit hours and the completion of a master's thesis project. Students who already have a master's degree and an Illinois teaching license may take a subset of the required courses to earn only the Teacher Leader Endorsement as recognized by the Illinois State Board of Education. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment A.

Northern Illinois University

- Doctor of Nursing Practice

Northern Illinois University requests authority to offer a Doctor of Nursing Practice (DNP) in the Fox Valley region. The 35 semester credit hour DNP meets the existing specifications set forth by national educational, accrediting, and nursing licensure regulatory bodies. Courses in the proposed program will be offered in face-to-face and blended formats to

part-time students only based on national enrollment patterns. This degree was developed to address expanding roles for nurses in the healthcare industry, a proposed requirement for the DNP as entry into advanced practice nursing, maintain the competitive advantage in attracting well-qualified applicants to graduate nursing programs at NIU, and to deliver the knowledge and skills for nurses to practice in an increasingly complex healthcare system. This will be a practice-oriented professional degree rather than a research-oriented degree. It is designed to accommodate both bachelors- (entry-level BS to DNP) and master's-prepared nurses (post-masters to DNP). There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment B.

#### Southern Illinois University Edwardsville

- Bachelor of Arts in International Studies

Southern Illinois University Edwardsville requests authority to offer a Bachelor of Arts in International Studies in the Southwestern Region. The proposed program is designed for students who are interested in engaging in the complex political, economic, social, and cultural interrelationships that exist among nations. The program will offer a broad range of interdisciplinary curricular options in international relations and international political, economic, and social development. Students in the program will learn critical and analytical problem-solving skills to apply in solving contemporary global issues. Graduates will have career opportunities in the public and private sectors including international, inter-governmental, and non-governmental organizations.

- Bachelor of Science in Mechatronics and Robotics Engineering

Southern Illinois University Edwardsville requests authority to offer a Bachelor of Science in Mechatronics and Robotics Engineering in the Southwestern Region. The proposed field combines mechanical, electrical, computer, and industrial engineering. The program is designed to provide opportunity for students to learn “mechatronics” skills to fill industry needs. Graduates of the program will be prepared to pursue graduate study in Mechanical Engineering, Electrical Engineering, Industrial Engineering, Aerospace Engineering, or Biomedical Engineering. The proposed program will be housed in the Department of Mechanical and Industrial Engineering of the School of Engineering. The Department of Mechanical and Industrial Engineering currently offers a Bachelor of Science in Manufacturing Engineering, but the program will be phased out and replaced with the proposed Mechatronics and Robotics Engineering program. Mechatronics is a growing field that is more established in Europe, but still new in the United States. If the program is approved, the University will have the opportunity to join a small group of American institutions to offer the program, and, thus, contribute to improving the country's competitiveness.

Approval request summary, including staff conclusion, follows in Attachment C.

#### University of Illinois at Springfield

- Bachelor of Arts in Elementary Education

The University of Illinois at Springfield requests authority to offer a Bachelor of Arts in Elementary Education in the Central Region intended for students pursuing a Professional Educator's License with an elementary endorsement through Illinois State Board of Education. This program represents the restructuring of the current Elementary Education minor that has traditionally been coupled with a major in another field. The proposed structure of the new program combines an Education major with the concurrent completion of another major in an appropriate content area, such as English, Mathematics, Biology, History, etc. The completion of the Elementary Education major will be contingent upon successful completion of the requirements of the content major as well as the requirements of the education major. The content major could, however, be completed without the accompanying Education major. Currently, the Department of Teacher Education houses minors in elementary and secondary education. The new Elementary Education major will share resources with the minor in secondary education in the short term, although eventually the department intends to propose majors in Middle School and Secondary Education. The Elementary Education double major proposed by the University was approved by the Illinois State Board of Education through the Illinois State Educator Preparation and Licensure Board on January 9, 2015.

Approval request summary, including staff conclusion, follows in Attachment D.

#### Western Illinois University

- Master of Arts in Community and Economic Development

Western Illinois University requests authority to offer a Master of Arts in Community and Economic Development in the Western Region. The proposed program will build upon the post-baccalaureate certificate in Community Development offered by the Department of Geography at the University. The Community and Economic Development program is designed for mid-career professionals who are community and economic development practitioners. The curriculum will require 36 semester credit hours, including 15 semester hours of core courses, 15 semester hours of directed electives, and a six semester hours of capstone internship, applied project, or thesis. The University has policies in place to ensure that faculty and staff hired have the training, credentials, and other related professional qualifications to provide quality instructions to students.

- Master of Science in Applied Statistics and Decision Analytics

Western Illinois University requests authority to offer a Master of Science in Applied Statistics and Decision Analytics in the Western Region. The degree is designed for students in a range of undergraduate fields including quantitative and biological sciences, sociology, psychology, business, computer sciences, physics, engineering, and education. Students in the program will gain advanced knowledge in data-analysis and analytical skills. The proposed 36 semester hour curriculum offers students a strong foundation in statistical analysis and modeling used in the field of education, science and technology, healthcare, government, business, and social science research. The program will be administered by the Department of Economics and Decision Sciences within the College of Business and Technology and will benefit from the resources available at the department.

Approval request summary, including staff conclusion, follows in Attachment E.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Northeastern Illinois University authorization to establish the Master of Arts in Community and Teacher Leaders in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Northern Illinois University authorization to establish the Doctor of Nursing Practice in the Fox Valley Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authorization to establish the Bachelor of Arts in International Studies and the Bachelor of Science in Mechatronics and Robotics Engineering 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 Springfield authorization to establish the Bachelor of Arts in Elementary Education in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Western Illinois University authorization to establish the Master of Arts in Community and Economic Development and the Master of Science in Applied Statistics and Decision Analytics in the Western 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.*

## **Northeastern Illinois University**

**Proposed Center Title in Region of Authorization:** Master of Arts in Community and Teacher Leaders in the Chicago Region

*Projected Enrollments and Degrees:* Northeastern Illinois University has projected that the Master of Arts in Community and Teacher Leaders program will enroll approximately ten students in the first year increasing to 27 students in the fifth year. It is projected 12 degrees will be awarded in the program in the fifth year.

### **Background**

Northeastern Illinois University (NEIU) requests authority to offer the Master of Arts in Community and Teacher Leaders (MACTL) in the Chicago Region. The proposed program is designed for individuals seeking an advanced degree to improve their leadership skills as they serve within community-based organizations and educational systems. The program is organized around a set of core courses delivered in a cohort model offered in traditional and hybrid formats. Students have the option to customize their studies by selecting electives across the university which best meet their interests and professional development needs. The community-based leader concentration provides knowledge and skills that foster leadership in ethical and culturally sensitive public engagement, acknowledgement and consideration of the complexities of local and global communities, and leverages community assets to promote social justice. The school-based teacher leader concentration provides knowledge and skills related to leadership and mentoring, professional development, promoting school culture that focuses on student learning, using data to improve educational outcomes, and building collaborative relationships with stakeholders. Students who already have a master's degree and an Illinois teaching license may take a subset of these courses to earn only the Teacher Leaders Endorsement as recognized by the Illinois State Board of Education.

Northeastern Illinois University is a four-year public Hispanic-Serving Institution (HSI) providing a unique opportunity for students to “learn in the city, lead in the world.” The Master of Arts in Community and Teacher Leaders will help the community and surrounding schools meet the current need for leaders who are equipped to serve in multicultural urban communities and work with adults and children who face challenges resulting from poverty, social injustice, limited education, limited resources, homelessness, community violence, and immigration issues. The proposed master's degree will provide access and educational opportunities for students and community members to develop their capital while preparing for professions in a multicultural and diversified world.

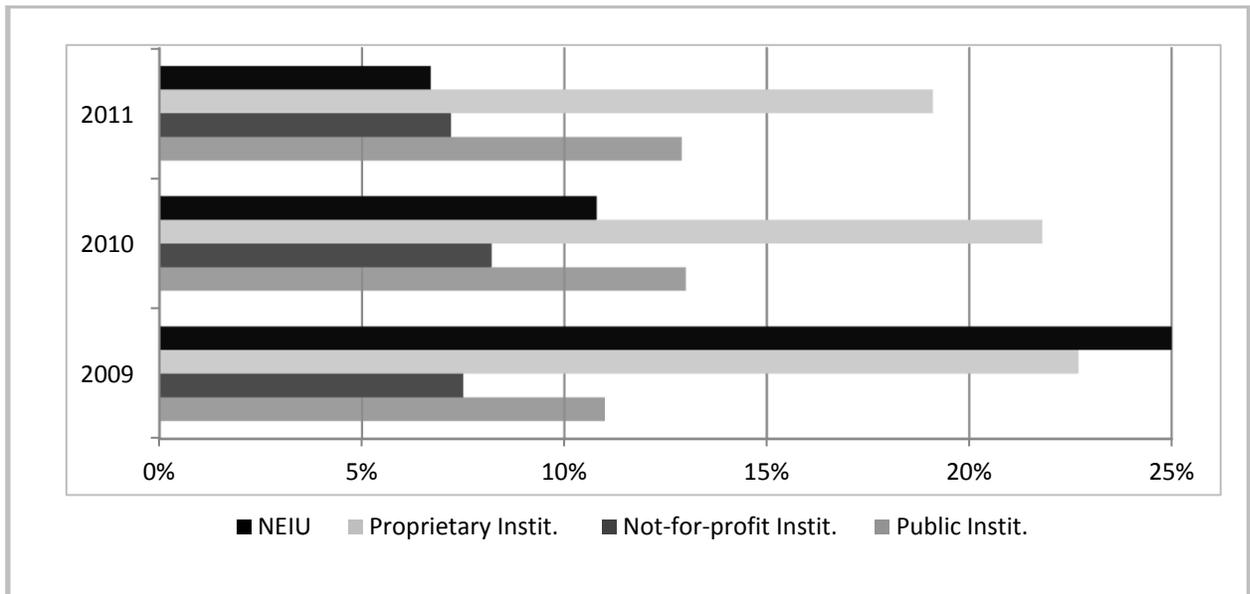
### **Institutional Data**

*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 those 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution’s rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

**Three Year Cohort Student Loan Default Rate**



*Source: National Center for Education Statistics (NCES), U.S. Department of Education*

*Note: Northeastern Illinois University is a public institution.*

*A lower number is a positive indicator.*

The three-year student loan default rate for NEIU was 6.7 percent in 2011, 10.8 percent in 2010, and 10.1 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the 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 United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for private non-profit institutions; and 19.1 percent for for-profit institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

## Need

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

Graduates of the proposed MACTL program will be equipped as educators, researchers, community leaders, agents of change, and policy makers with inquiry skills as well as pedagogical perspectives that can be applied to various teaching and learning contexts. Those contexts may include community-based organizations, social service agencies, youth development programs, museums, faith-based schools, and traditional schools. Searches of online sites underscore the notion that more educators are needed for professional roles in museums, community-based organizations, education advocacy groups, and cultural institutions. A search of the Illinois Education Job Bank generated over 900 positions that included teacher leader and/or teacher leadership. A similar search of the online site indeed.com, generated approximately 300 open jobs, including in-class, administrative, and out-of-school positions throughout Illinois.

Feedback from NEIU's College of Education students and other community stakeholders reinforced the need for a master's degree, an endorsement for Teacher Leaders, and a community-leader oriented master's degree program geared toward those individuals who want to study educational programs broadly defined. Faculty in the College of Education conducted a survey in the spring of 2012 to gauge interest in a Community and Teacher Leaders Master Program. The survey yielded responses from a diverse group of people that included practicing teachers, community leaders and activists, those working in non-traditional educational settings such as alternative schools and afterschool programs, as well as NEIU students who are currently completing their clinical hours. Of the respondents, 54 percent stated they would be interested in matriculating now and in the future. An additional 27 percent stated they might be interested but they are currently enrolled in an education program. Almost 68 percent stated their preferred credential from such a program is a Master in Education and Community Leadership.

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

The new program aligns with at least two of the goals of *The Illinois Public Agenda for College and Career Success*. 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." The proposed MACTL is a graduate degree geared to an adult population seeking to increase their own leadership skills and professional expertise. The curriculum includes master coursework in focused areas of teacher and community leadership and uses research to complement learning in students' self identified areas of interest. This approach, coupled with a supportive cohort model, is especially beneficial for those underserved by traditional academic approaches. Goal 2 is to "ensure college affordability for students, families, and taxpayers." The proposed program at NEIU will be affordable, providing tuition rates well below the private and most public institutions with master's degree programs in this field. In addition, of the institutions that have similar graduate programs in the Chicago area, none are on the north side of Chicago. This assures the affordability and accessibility of NEIU's graduate program for candidates in the NEIU region.

## **Comparable Programs in Illinois**

Currently, no other institutions in Illinois offer a degree similar to the MACTL degree with a focus on leadership in school, community-based organization, and nontraditional education settings. Area institutions such as Elmhurst College, Aurora University, Concordia University, and the University of St. Francis offer similar programs with a focus primarily on school and teacher leadership. As a Hispanic-serving institution, NEIU's program will help the community and surrounding schools meet the current need for leaders prepared to work collaboratively with a wide array of stakeholders in multicultural urban communities.

## **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 NEIU community is “committed to transforming students’ lives by engaging them in an educational experience that empowers them to graduate with the skills and knowledge to become effective leaders and citizens in their personal and professional lives.” The Master of Arts in Community and Teacher Leaders addresses this mission by developing the knowledge and skills necessary for students working in traditional and non-traditional educational settings to positively lead in their organizations. The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title is congruent with the corresponding degree program objectives and curricula.

## **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**

Potential students must successfully complete the graduate admission requirements of the University. Graduate admission is a two-part process which involves submitting an application and supporting documents for initial review and recommendation. The final review is made by the program advisor in the discipline in which the student is seeking a degree. Information considered during the application review process includes the following: undergraduate GPA of 2.75 or higher; a statement of goals and objectives specific to the program; evidence of teaching licensure if applying to the Teacher Leader endorsement track; and two letters of recommendation.

## Curriculum

The MCATL is a 15-month, cohort program requiring 30 hours for graduation. Included in these credit hours are six required core courses and four required 400-level elective courses to be selected in consultation with an academic advisor. The elective courses may be chosen from across any discipline within the University. The courses comprising the program core are: Education as Social Institutions; Digital Literacy, Learning and Leadership; Research Methods; Power, Communities and Change; Seminar I; and Seminar II. Coursework will be delivered in a hybrid format with both face-to-face and online components.

While the Community and Teacher Leaders program leads to a Master of Arts, students who already have a master's degree and an Illinois teaching license may take a subset of these courses to earn only the Teacher Leader Endorsement as recognized by the Illinois State Board of Education. The Teacher Leader Endorsement program will build upon the teacher's own classroom experience, knowledge, and skills to further develop the teacher's leadership and mentoring capacity in their school or district. The program focuses on the skills to use research and data to inform school improvement initiatives, increase digital literacy and learning, and foster collaborative relationships within the school and community all with the ultimate aim to improve educational outcomes for all learners.

## Assessment of Student Learning Outcomes

Assessment of student learning is grounded in a series of aligned program and course objectives. Students in the program will:

- Learn to harness the collective knowledge of community members and educators to have a positive impact on community and school success in both traditional and non-traditional settings;
- Promote collaborative governance and leadership in communities and schools with a consistent focus on improved outcomes;
- Model excellence in community leadership and teaching with a strong foundation in transforming the climate; and
- Provide coaching, mentoring, and support to educators and community members to promote and influence change.

Student performance will be regularly evaluated by individual instructors using course assignments, projects, exams, portfolios, and other in-class assessments. For graduation, students are expected to achieve competency as evidenced by a cumulative GPA of at least 3.0. Students in the master's program must also successfully complete a master thesis research project.

## Program Assessment

Program assessment will be conducted by a faculty committee of the Educational Administration and Foundations department. At the end of each cohort's entire program, the faculty will participate in a retreat to discuss the assessment of the attainment of the competencies. Respective faculty members who are responsible for various courses and content areas will report on the major assignments and the results of their assessments of competency attainment. They will report on the strengths and limitations of the program and identify any ideas for improvements. These assessment results, coupled with student and alumni feedback

from evaluations and focus groups, will be used to make curricular, course, assignment, and delivery improvements for subsequent cohorts.

### **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.*

Classroom, technology, and library resources are sufficient for the program's needs. Northeastern Illinois University has an extensive library collection with subscriptions to major databases and access to sharing books and printed materials thru CARLI I-Share universal catalog.

Students will access the online portions of their courses through the University's Desire2Learn (D2L) and TK20 learning management systems. NEIU's Student Computing Services supports students through workshops, trainings, and drop-in sessions to make the transition from face-to-face delivery to hybrid/online easier for students. Students have access to technical assistance through online and phone "help desk" functions. In addition, the University Library has an online chat function to assist students with online support related to library collections and electronic databases.

### **Faculty and Staff**

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

The University 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**

*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.*

No new state resources are needed to establish this program.

## **Accreditation/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. The program includes an option for candidates who have an Illinois teaching license to earn the Teacher Leader Endorsement as recognized by the Illinois State Board of Education.

## **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 MACTL program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies will be available on the University's website and in the graduate catalog.

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



## **Northern Illinois University**

**Proposed Program Title in Region of Authorization:** Doctor of Nursing Practice in the Fox Valley Region

*Projected Enrollments and Degrees.* Northern Illinois University has projected that enrollment in the proposed Doctor of Nursing Practice will grow from ten students in the first year to 60 students in the fifth year. The University has projected that approximately 20 degrees will be awarded in this program in its fifth year.

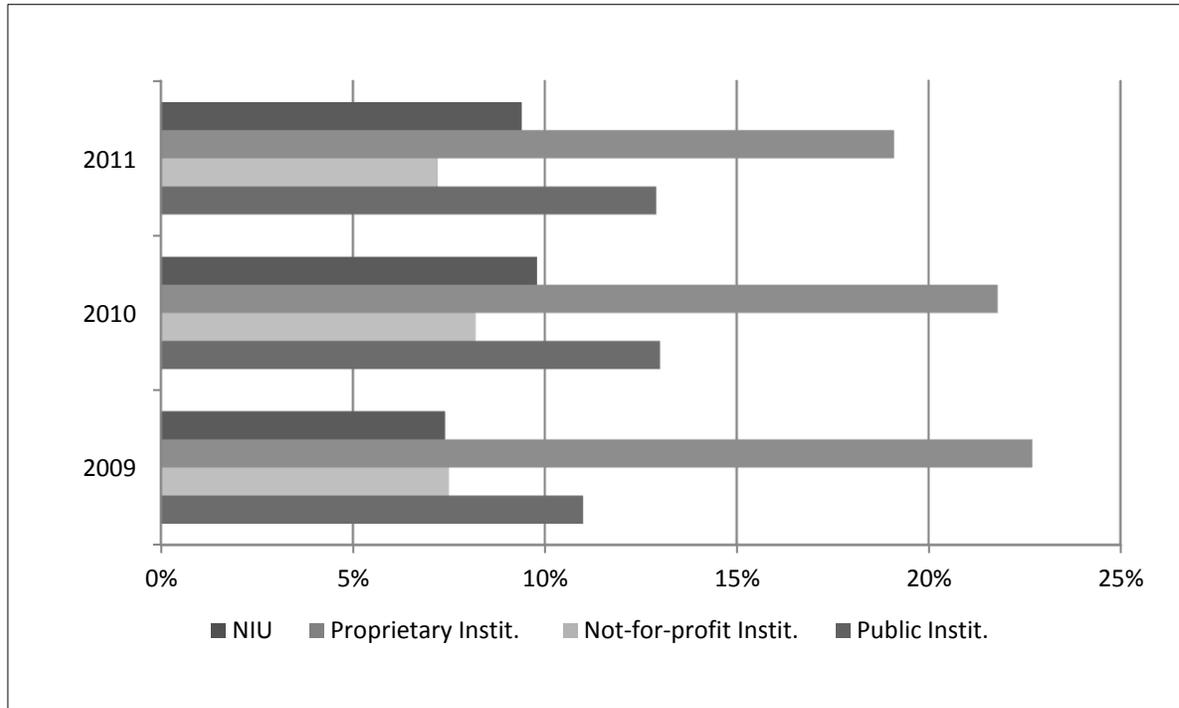
### **Background**

Northern Illinois University (NIU) is seeking authority to offer a Doctor of Nursing Practice (DNP) in the Fox Valley Region. This degree was developed to address expanding roles for nurses in the healthcare industry; a proposed requirement for the DNP as entry into advanced practice nursing, maintain the competitive advantage in attracting well-qualified applicants to graduate nursing programs at NIU, and to deliver the knowledge and skills for nurses to practice in an increasingly complex healthcare system. This will be a practice-oriented professional degree rather than a research-oriented degree. The proposed program is similar to the emphasis placed on professional practice doctorates in other health professions including: medicine (MD); dentistry (DDS); psychology (PsyD); and physical therapy (DPT). The nursing practice doctoral program is grounded in advanced nursing knowledge, collaborative leadership, and evidence-based practices focused on addressing issues and needs of diverse client populations and healthcare systems. It is designed to accommodate both baccalaureate- (entry-level BS to DNP) and master's-prepared nurses (post-master's to DNP). Implementation of the DNP degree program at NIU will begin with post-master's students.

### **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 those 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.*

**Three Year Cohort Student Loan Default Rate**



Source: National Center for Education Statistics (NCES), U.S. Department of Education

Note: Northern Illinois University is a public institution.

A lower number is a positive indicator.

The three-year student loan default rate for NIU was 9.4 percent in 2011, 9.8 percent in 2010, and 7.4 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the 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 United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for private non-profit institutions; and 19.1 percent for for-profit institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

**Need**

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

The proposed program was created to address the challenges emerging from evolving and increasingly complex healthcare needs of client populations and healthcare systems. Since 2006, the National Organization for Nurse Practitioner Faculties (NONPF) endorsed the development of

the practice doctorate as the preferred entry-level degree for nurse practitioners (NP). This endorsement is particularly important, as NONPF is the professional organization for NP faculty members and sets national standards and competencies for NPs and their education. Seven national NP organizations reached consensus that “the DNP degree more accurately reflects current clinical competencies and include preparation for the changing healthcare system” (American Association of Colleges of Nursing, 2010). In 2011, the Institute of Medicine (IOM) delineated an imperative to ensure that nurses attain the competencies required for anticipated role expansions and changing population needs. The IOM report on the future of nursing delivered a strong message and list of recommendations related to educational preparation for nursing practice in evolving healthcare systems. The IOM recommended higher levels of nursing education and seamless progressions in education from one level to the next. The report recommended doubling the number of doctorally-prepared nurses, stating that the emergence of the DNP is essential for growth of the discipline of nursing.

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

The proposed program addresses *Goal 3: High Quality Credentials to Meet Economic Demand* through Recommendations 1 and 3. This DNP degree was created to increase the number of highly prepared nurses to meet the needs of the state of Illinois and beyond (Recommendation 1) and to address critical shortages in the field of health care (Recommendation 3). Workforce projections continue to predict a 28% growth in healthcare sector employment through 2020 because of the aging populations, increasing life expectancies, and new treatments and technologies (Bureau of Labor Statistics, 2013). With changes in the healthcare system and an increased availability of health insurance for millions of Americans, there will be an even greater need for advanced nurses, such as NPs, who are educationally prepared to provide the preventive and primary care that have been shown to improve patient outcomes and reduce hospitalizations. In response, healthcare systems are actively seeking nurses who are prepared to address those challenges and changes.

### **Comparable Programs in Illinois**

Ten universities currently offer accredited DNP programs in the state of Illinois: Governors State University; Illinois State University; Kaplan University; Lewis University; Loyola University Chicago; Rush University; St. Francis Medical Center College of Nursing; Southern Illinois University Edwardsville; University of Illinois at Chicago; and the University of St. Francis. Two Illinois public institutions offering the DNP that are similar in quality and status to the current NIU graduate nursing programs are Southern Illinois University Edwardsville (SIUE) and Illinois State University (ISU). These institutions are similar to NIU in size and geographical area (not metropolitan) and size of graduate nursing programs.

### **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 meets the demand for well-educated healthcare providers who can lead evidence-based safety and quality improvement changes for diverse client populations in the evolving healthcare organizations of today and into the future. This is in addition to providing direct care to individuals, families, groups, and communities. The DNP will support the NIU mission to promote excellence and engagement in teaching and learning, research and

scholarship, creativity and artistry, and outreach and service. Of particular note is that the DNP will expand the opportunity for access to high-quality graduate and professional programs that prepare lifelong learners and productive, socially-conscious citizens. The program curriculum will focus on engaged teaching and learning that evolves from the synergy of research, artistry, and service and create, transmit, expand, and apply knowledge. Current technology will be employed in this professional doctorate. The objectives of the proposed program are consistent with, and support, the mission of the University and the requested degree title is congruent with the corresponding degree program objectives and curricula.

### **Curriculum and Assessment**

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

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

### **Admission Requirements**

Prospective students will be admitted one time per year for matriculation in the fall semester. Admission decisions will be made within three months from the application deadline. Initially, only post-master's students will be accepted but after full program implementation prospective students may apply to either the entry-level post-bachelor's DNP or the post-master's DNP program. Study in the post-bachelor's DNP may be full or part time and will focus on education to practice in an advanced nursing role in particular specializations. Study in the post-master's DNP will be part time for 6 semesters over three years and will focus on education to lead innovative practice initiatives in healthcare systems. Students will be admitted to the program provisionally until they have provided proof of meeting the clinical requirements outlined in the Graduate Catalog and Nursing Graduate Student Handbook. Clinical requirements include but are not limited to criminal background checks, drug testing, immunizations, proof of immunity, TB testing, professional liability insurance, and CPR training. Eligible students must also provide evidence of current licensure, without encumbrances, as a professional Registered Nurse (RN) in the United States; additional national certification as an Advanced Practice Nurse is preferred for post-master's applicants. A minimum GPA of 3.0 for the last 60 hours of baccalaureate education (for post-baccalaureate applicants) and a minimum GPA of 3.2 in a master's program (for post-master's applicants) is required, along with a goal statement, an interview, and letters of reference.

### **Curriculum**

The 35 semester credit hour post-master's DNP meets the existing specifications set forth by national educational, accrediting, and nursing licensure regulatory bodies. Courses in the post-master's DNP will be offered in face-to-face and blended formats to part-time students only based on national enrollment patterns. This format is also aligned with results of a spring 2012 needs survey conducted with NIU graduate nursing students as well as national trends. Each entry-level

BS to DNP student will be required to complete advanced role component course work (48 credits currently) for a specific advanced practice role (Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, or Family Nurse Practitioner). The current post-master's coursework requires a minimum of six semesters of combined full- and part-time study. After completing the advanced role component, entry-level BS to DNP students may enroll in the DNP leadership component courses (35 credits), which will be offered as a six-semester part-time program extending over three years. The first three semesters of coursework includes core courses (17 credits); the last three semesters of course work will focus on scholarly project courses (15 credits). One elective course will be individualized for each student and may be taken with the core courses or with the scholarly project courses.

The scholarly project is a capstone project focused on leading a system-wide modification in policy, services, or practice innovation at a program, organizational, regional, or national level. The scholarly project is formulated, implemented, and evaluated in six courses. A practice clinical immersion experience in a specific healthcare setting under the guidance of graduate faculty and a setting-based sponsor is coupled with a seminar led by a faculty member with active student participation during three sequential semesters. In addition, a scholarly project committee provides oversight to ensure that project-related standards are met. A minimum of 576 total hours (i.e., 192 hours per semester) will be allocated to the scholarly project clinical immersion experiences. Scholarly project courses are designed to help students assimilate and synthesize knowledge for advanced nursing practice at a high level of complexity.

#### Assessment of Student Learning Outcomes

Each student's learning will be monitored and assessed based on established program objectives. Students will be provided guidance and counseling from matriculation through graduation through advisement and course evaluations. The DNP Coordinator will have primary oversight of these processes by ensuring that policies and procedures are in place to facilitate student attainment of learning outcomes. The DNP Advisor/Practicum Coordinator will implement policies/procedures and play a key role in referring students to resources on campus and off campus that will promote their academic success. Faculty will design courses with learning activities that facilitate achievement of specific course objectives and learning outcomes, and feedback will be provided through evaluation processes of those activities throughout each course. Direct measures will be used to assess student achievement of course objectives including evaluation rubrics for course learning activities that are linked to individual course objectives as well as student learning outcomes, clinical evaluation tools that include direct observation of performance indicators of student learning outcome achievement, and reports from the scholarly project committees regarding students' achievement of learning outcome-linked standards for project completion.

#### Program Assessment

Faculty will design the evaluation rubrics for each course which will include the clinical evaluation tools with performance indicators and standards for scholarly project completion. These will be vetted through pertinent faculty committees and the DNP faculty. Faculty will designate particular course activities and rubrics for data collection annually. The program will ensure that data are gathered, analyzed, and then reported to faculty. DNP faculty will review the data collected on an annual basis and collectively make recommendations for revising the curriculum. If a benchmark is not achieved, particular attention will be paid to necessary adjustments such as revising that content area in the curriculum. Oversight of assessment

processes is complete through the University Assessment Procedures and Policies committee to ensure ongoing monitoring and review.

### **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.*

### **Technology and Instructional Resources**

The proposed program will be housed in the School of Nursing and Health Studies, which has smart classrooms and access to additional classrooms at NIU campuses in Rockford, Naperville, and Hoffman Estates. The nursing building has a human patient simulation laboratory which provides the opportunity for risk-free hands-on learning. Such labs are now the standard method used throughout the United States to teach healthcare students how to think critically and provide safe care, without the possibility of harm to patients. The nursing program has established relationships with regional healthcare providers to support clinical courses and development of scholarly projects. The necessary technology and research capabilities to support the proposed doctoral program are available through the University.

### **Library**

University library resources are sufficient for the program's needs. The NIU University Libraries continue to increase student awareness of, and accessibility to, nursing resources through bibliographic instruction, tutorials, and reference hours at the School of Nursing. A key addition is the subscription to the Cochrane Library database, which will be an important information source for DNP students since its focus is on evidence-based practice.

### **Faculty and Staff**

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

The faculty for the proposed program will be drawn from School of Nursing and Health Studies tenured/tenure-track faculty who teach predominantly in the nursing program and who hold appropriate terminal degrees. These faculty members are approved to teach graduate courses and serve on dissertation committees. The program will require a full-time coordinator, an academic adviser/practicum coordinator and a .5 full-time equivalent enrollment (FTE) office support specialist. In terms of instructional staff, the Nursing program would require the addition of two FTEs of tenure line faculty.

### **Fiscal and Personnel Resources**

*1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to*

*offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

No new state resources are needed to establish the proposed program because most resources, including facilities, equipment, and library resources that will support the proposed program, are already in place. Because liability will exceed assets in the first year of enrollment, central administration at NIU has confirmed that it will subsidize the program with the understanding that certain enrollment benchmarks will be met.

### **Accreditation and Licensure**

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

The program will seek accreditation from the Commission on Collegiate Nursing Education (CCNE), the accrediting agency for the other NIU nursing baccalaureate and higher degree programs. Program graduates will be prepared for licensure in the State of Illinois. Certification is required to qualify for an advanced practice license and employment.

### **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 Northern Illinois University's Doctor of Nursing Practice including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, 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.

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



## **Southern Illinois University Edwardsville**

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in International Studies in the Southwestern Region.

*Projected Enrollments and Degrees:* Southern Illinois University Edwardsville projects the Bachelor of Arts in International Studies will increase from approximately 20 students in the first year to 50 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Mechatronics and Robotics Engineering in the Southwestern Region.

*Projected Enrollments and Degrees:* Southern Illinois University Edwardsville projects the Bachelor of Science in Mechatronics and Robotics Engineering will increase from approximately 20 students in the first year to 80 students in the fifth year. The University projects 20 degrees will be awarded in the fifth year.

## **Background**

Southern Illinois University Edwardsville (SIUE) requests authority to offer a Bachelor of Arts (BA) in International Studies and a Bachelor of Science (BS) in Mechatronics and Robotics Engineering in the Southwestern Region.

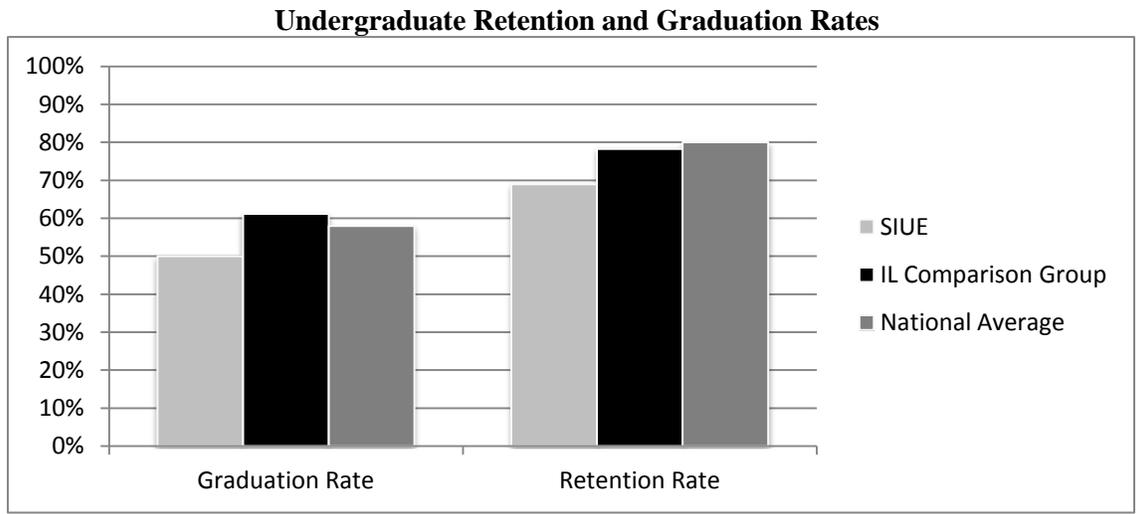
The proposed BA in International Studies is designed for students who are interested in engaging in the complex political, economic, social, and cultural interrelationships that exist among nations. The program allows students to explore global issues, challenges, opportunities, and relationships. The program culminated from the work of the International Studies Proposal Committee. In fall 2009, the Chancellor of SIUE formed a task force to conduct a comprehensive evaluation of the internationalization potential of the SIUE campus. The task force recommended that SIUE: (1) explore the feasibility of an undergraduate major in International Studies and encourage its implementation; and (2) encourage the development of certificate and degree programs attractive to both domestic and international students. Also, in the fall of 2011, members of the College of Arts and Science faculty formed an international studies roundtable discussion to establish an interdisciplinary degree program in International Studies at SIUE. The roundtable discussion evolved into the International Studies Proposal Committee. Members of the committee were from various departments at the University, including from the departments of Anthropology, Foreign Languages, Geography, Historical Studies, International Programs, Mass Communications, Political Science, Speech Communication, and Student Advising. The Committee reviewed previous assessment reports on SIUE's readiness to start an international studies program and concluded that the institution was ready to begin a program.

The Mechatronics and Robotics Engineering program will be housed in the Department of Mechanical and Industrial Engineering of the School of Engineering. The Department of Mechanical and Industrial Engineering currently offers a Bachelor of Science in Manufacturing Engineering, but the program will be phased out and replaced with the proposed Mechatronics and Robotics Engineering. The combination of "mechanic" and "electronics" forms the word "mechatronics." Hence, the proposed Mechatronics and Robotic Engineering field combines mechanical, electrical, computer, and industrial engineering. The program is designed to provide opportunity for students to learn mechatronics skills to fill growing industry needs. Also, graduates of the program will be prepared to pursue graduate study in mechanical engineering,

electrical engineering, industrial engineering, aerospace engineering, and biomedical engineering. The field of mechatronics combines a system of mechanical and electrical components, sensors, and computer software together and is critical in various industry structures including manufacturing, defense, and biomedical. If the program is approved, SIUE will have the opportunity to join a small group of U.S. institutions to offer the program and will be able to contribute to improving the country's competitiveness.

**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.*



*Source: National System for Education Statistics (NCES), U.S. Department of Education  
 Note: SIUE is in the selective full-time four-year Illinois comparison group.  
 Higher percentages are positive indicators.*

**Undergraduate Graduation Rate**

SIUE's 2013 graduation rate was 50 percent and the average for Illinois comparison group was 61.2 percent. The national 2013 average graduation rate for four year degree-granting public institutions was 58 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

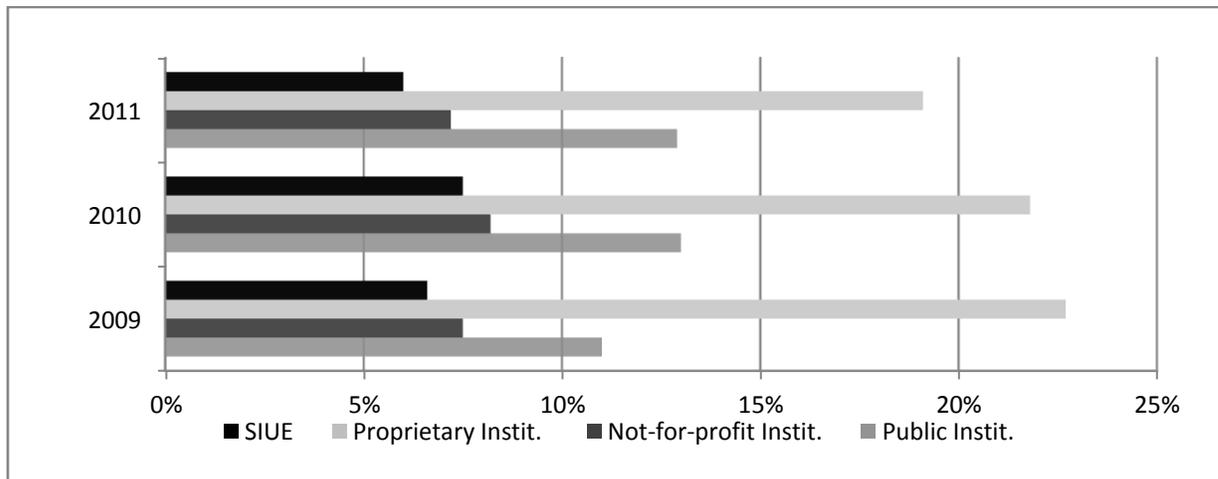
## Undergraduate Retention Rate

SIUE's 2012-13 retention rate was 69 percent and the average for Illinois comparison group was 78.3 percent. The national 2013 average retention rate for four year degree-granting public institutions was 80 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics (NCES).

## Undergraduate Completions per 100 FTE

SIUE's 2013 completions per 100 full-time equivalent enrollment (FTE) was 21. The average among comparable Illinois institutions was 24.7. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

## Three Year Cohort Student Loan Default Rate



*Source: National Center for Education Statistics (NCES), U.S. Department of Education*

*Note: SIUE is a public institution.*

*A lower number is a positive indicator.*

## Student Loan Default Rate

The three-year student loan default rate for SIUE was 6.0 percent in 2011, 7.5 percent in 2010, and 6.6 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on 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 US Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by

institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

## **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 BA in International Studies will offer a broad range of interdisciplinary curriculum in international relations and international political, economic, and social development. The graduates of the program will learn critical and analytical problem solving skills to apply in solving contemporary global issues. Graduates will also have career opportunities in the public and private sectors including international inter-governmental and non-governmental organizations. Students will be trained to apply the knowledge of globalization, language, and culture in international workplace settings in a range of areas: multinational corporations; foreign service; military and intelligence agencies; foreign aid; nongovernmental organizations; international journalism; and international law. According to Education Portal, graduates with a bachelor's degree in international relations are qualified for many entry-level positions in diplomacy or with nonprofits, governmental organizations, and businesses. An example of government agencies that seek these graduates are the National Security Agency, the U.S. State Department, the Central Intelligence Agency, and the U.S. Department of Defense. In 2008, there were over 539,000 export-related jobs in Illinois. Over 276,000 residents were employed by foreign firms located in the state. In addition, the University noted in the proposal that international students contributed about \$1.5 billion to the state economy during 2011 and 2012. The proximity of SIUE to St. Louis and its metropolitan area makes it possible for the institution to explore potential partner institutions and businesses with broad international scope. Graduates of the program will also benefit from the wide range of employment opportunities in the area.

The proposed BS in Mechatronics and Robotics Engineering prepares students to pursue career opportunities in mechanical and electrical engineering fields. The University noted in the proposal that graduates of the program are high in demand since only few institutions in the United States offer the program. Mechatronics is a specialized and growing field covering mechanical and electrical engineering fields. Graduates of the program will be trained to have both mechanical and electrical engineering backgrounds as well as interdisciplinary experience. To assess the need for the program, the department of Mechanical and Industrial Engineering presented and discussed the idea with a number of representatives of engineering firms in the region. SIUE received feedback and support from the engineering firms. According to the Illinois Department of Employment Security projections, the growth in engineering jobs is expected to increase by 8.81 percent from 2010 to 2020. The 2012 annual salary statistics indicates that the average salary for an entry level mechanical engineer is \$56,808 and \$60,596 for electrical engineer in the State of Illinois. The University expects that a graduate of Mechatronics and Robotics Engineering will earn a higher salary because the combination of the engineering specialties and the interdisciplinary design of the program are valued in the labor market.

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

The BA in International Studies will address Goals 1 and 3 of the *Illinois Public Agenda for College and Career Success*. It addresses Goal 1 by expanding opportunities for students to enroll in the international studies program which has increased in demand in the state and around the country. Over 60 international faculty members from 35 countries currently within the College of Arts and Sciences will be affiliated with the program. Students will also be exposed to international opportunities to enhance their classroom experience. Goal 3 will be supported because graduates “will gain important cultural sensitivity, global understanding and problem solving skills that are necessary for entering into the global workforce.” The program will also include study abroad experiences to give students exposure to global communities. The interdisciplinary nature of the program will be an added advantage because students will gain knowledge from diverse academic backgrounds that will be valuable in the workforce.

The proposed BS in Mechatronics and Robotics Engineering program will support Goals 1, 2, and 3 of the *Illinois Public Agenda for College and Career Success*. The growing awareness of the mechatronics program in the country may result in a greater interest by high school students to pursue the program, which supports Goal 1, “Increasing educational attainment and ensuring college affordability.” Goal 3, which is to “increase the number of high-quality post-secondary credentials to meet the demands of the economy and the increasingly global society,” will be supported as graduates in the program will have the opportunity to gain a quality credential that will make them employable in a high paying engineering field. The design of the mechatronics field, as well as its interdisciplinary focus, makes it more valuable in the labor market. The program addresses Goal 4 which is to “better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions” because it will provide the opportunity to utilize existing faculty expertise and laboratory equipment to educate students and expose them to the field of applied research and industrial consulting. The training that will be given to students in the program has the potential of contributing positively to the economic growth of the state.

### **Comparable Programs in Illinois**

The University identified in the proposal for the BA in International Studies four public universities and 18 private colleges and universities in Illinois that offer International Studies or similar programs, but none of these is in the St. Louis metropolitan area. The closest public institution is University of Illinois at Springfield, which is 77 miles to the north of SIUE. Also, the closest private institution that has students enrolled in a similar program is McKendree University, which is 26 miles to the east of SIUE. Southern Illinois University Carbondale is the only institution that offers an undergraduate degree in International Studies, but the program does not require a study abroad or an internship experience. Hence, other comparable programs differ in focus than the proposed program at SIUE. SIUE’s location within the St. Louis metropolitan region will provide opportunities to partner with international or multinational companies in the region. In 2012, SIUE signed a formal agreement with the University of Havana, Cuba, for academic exchange and collaboration. The agreement, which is among the first in the country and the only in the state, will allow for exchange of students and faculty between the two universities as well as give opportunities for research and academic collaborations.

No similar programs in Mechatronics and Robotic Engineering are currently offered in Illinois. Mechatronics is a new and growing field in the United States and only five institutions in the country currently offer mechatronics program.

## **Mission and Objectives**

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

SIUE's mission is to have "a student-centered educational community dedicated to communicating, expanding and integrating knowledge." The institution also plans to achieve greater national and global recognition and academic excellence through engagement in interdisciplinary programs. The program objectives of the two proposed bachelor's program 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 of the curriculum must 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 must be 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 in the BA in International Studies program are expected to meet SIUE's general undergraduate admission requirements. High school students who plan to major in International Studies are highly recommended to complete at least three to four years of a foreign language. Admission into the program requires an application to declare a major. Students declaring a major in International Studies must select one of the three concentration areas and a potential minor.

All applicants for admission in the Mechatronics and Robotics Engineering program are expected to be admitted to the University and meet general requirements for admission. Applicants must have successfully completed high school and are required to submit ACT scores. Students enrolling in upper-division Mechatronics and Robotics Engineering courses are expected to meet additional requirements: completion of all University and School of Engineering admission requirements; submission of an approved application for enrollment in upper-division engineering courses; and completion of lower-division core courses and other course requirements with a grade of C or better.

## **Curriculum**

### **Bachelor of Arts in International Studies**

The BA in International Studies is designed for students who have interest in developing skills and knowledge to promote a broader international understanding. Students are required to choose a specialization in one of three concentrations: international relations and diplomacy;

international development and sustainability; and international art, culture, and communication. The International Studies major is an interdisciplinary 120 semester hour course of study. Students are required to complete 36 credit hours of general education requirements including an international studies course with a global focus, 42 credit hours of major requirements, and an 18-hour minor. In addition, students may choose to complete an internship experience as an elective course. Students will take 18 hours of core classes that includes 6 hours of international travel study and foreign language requirements and 24 elective courses. Since the program is designed to be interdisciplinary, students will have the opportunity to take courses in a broad range of academic disciplines.

### Bachelor of Science in Mechatronics and Robotics Engineering

The BS in Mechatronics and Robotics Engineering is four-year program that requires completion of 129 semester hours. Students entering into the program as freshmen will take the first two years of courses similar to the existing BS programs in Mechanical Engineering, Industrial Engineering, and Electrical Engineering. After the first two years, students may enter the Mechatronics and Robotics Engineering program as a junior. The program will comply with the requirements of the engineering accrediting body, the Accrediting Board for Engineering and Technology (ABET).

#### Assessment of Student Learning

The BA in International Studies proposal identifies six objectives to be accomplished in the program. Each of the objectives will be assessed using direct and indirect measures to determine students' achievement of the core competencies. Graduates are expected to demonstrate the following competencies upon graduation from the program: (1) interrelationships among the political, economic, cultural, and geographic dimensions of international affairs; (2) international affairs in general and about topics of specialized area of study in particular; (3) strong undergraduate writing and research skills on relevant international topics; (4) function effectively in a multicultural and international setting in education, the private sector, or non-profit organization; and (5) communicate effectively in a second language. Students' achievement of these objectives will be assessed through a variety of direct and indirect measures including exams, written essays, capstone/research project paper and presentations.

The Mechatronics and Robotics Engineering proposal includes an assessment map that shows how Students' Learning Outcomes (SLOs) will be assessed and tracked. The assessment map also identifies courses to be used for the assessment of students' learning outcomes. Six courses will be utilized in assessing the identified 12 SLOs. For example, the assessment rubrics for the Dynamic Systems Modeling course outline the method of assessment (one project and final exam) and the outcome assessed. The outcome assessed for the course includes an ability to apply knowledge of mathematics (through multivariate calculus and differential equations), science, and engineering, familiar with statistics and linear algebra; an ability to identify, formulate, and solve engineering problems; and an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. Students will receive letter grades and will be required to demonstrate competencies in exams and other assessment methods such as projects and presentations.

#### Program Assessment

The proposed programs will align with SIUE's academic program review and assessment procedures. Each academic unit is required to prepare an annual assessment report that will be

shared with faculty members at the beginning of the next academic year. The faculty will discuss the report, and determine if any changes need to be made to the curriculum, educational practice, or other academic areas. The BA in International Studies will be assessed by an undergraduate faculty committee which will be comprised of a program director as well as a representative of each of the program's concentrations. The committee will be in charge of reviewing students' performance, curricular content, as well as monitoring program assessment. The committee will also be responsible for preparing and submitting an annual assessment report to the Provost office and meeting the expectations of the internal review process.

The Mechatronics and Robotics Engineering program will implement an assessment plan similar to the one used in the Mechanical Engineering program. ABET standards will be applied in the assessment plan. Since the ABET accreditation process requires self-study and external review, the Department of Mechanical and Industrial Engineering will work with the Office of Assessment to develop an individualized Program Review Plan similar to the existing engineering programs on campus that will be aligned with the ABET accreditation process to eliminate redundancy in the external 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 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.*

Establishment of BA in International Studies will not require any new facilities or equipment. The program will utilize existing SIUE's facilities including classrooms, computer labs, and library resources. Students will have access to campus and online resources. Students will have access to the University's library resources. The library is equipped with online and other instructional materials relevant to students in the program. The library has several electronic tools and resource sharing programs that will benefit the students including: CARLI (Consortium of Academic and Research Libraries in Illinois); ILLiad (access to materials from all public university libraries in Illinois); UFind Catalog; I-Share; WorldCat; and EBSCOhost. In addition, the library subscribes to several electronic books and journals. Examples of journals available in the International Studies include Journal of International and Global Studies (eJournal); Global Studies Series (eJournal); Transcience (a Journal of Global Studies); and Journal of World-Systems Research.

The BS in Mechatronics and Robotics Engineering will be housed in the Department of Mechanical and Industrial Engineering. The program will use the existing laboratory resources in the department, including the mechatronics laboratory, and the robotics and computer integrated manufacturing laboratory. The Lovejoy Library that serves the existing engineering programs will be available to students in the program. The proposed BS does not require additional library resources beyond what is needed in the existing engineering programs.

## **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;... E) 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.*

SIUE will have four doctorally prepared faculty teach the core courses in the BS in Mechatronics and Robotics Engineering program. These faculty members are affiliated with the Department of Mechanical and Industrial Engineering and will be responsible for developing and monitoring the curriculum in the core courses. The department has 17 faculty members and an additional faculty that will be hired in fall 2015. The proposed BA in International Studies has committed eight tenure track faculty members and Faculty Affiliates from different departments who will teach and advise students in the program. The core faculty members are active in teaching, scholarship and service in support of their dedication to international studies at the state, national, and international levels. The University has policies in place to ensure that faculty and staff have the training, credentials, and other related professional qualifications to provide quality instructions to students. Faculty in the programs will be evaluated using standard university procedures.

## **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 in International Studies and the BS in Mechatronics and Robotics Engineering. The budget of the School of Engineering is sufficient to support the BS in Mechatronics and Robotics program and no additional facilities and equipments will be needed the first two years of the program. However, when the program is fully implemented, equipment funds will be needed to support the program. The required additional funds will be procured from the incremental tuition charged to junior and senior engineering students.

## **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 the International Studies program.

The Mechatronics and Robotics Engineering program will seek accreditation by ABET when the first cohort of students graduate from the program, as per accreditation guidelines. The graduates will be eligible to take the Fundamentals of Engineering examination and be licensed as Engineers-in-Training after passing the exam. In addition, after gaining some experience and taking the Professional Engineers' Examination, graduates will be eligible to be licensed as Professional Engineers.

### **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.*

Detailed information about the proposed programs, including description of the admission policies, university policies, tuition, fees, curriculum are provided in the proposals and will be published on the University's website and in the catalog.

**Staff Conclusion.** The staff concludes that the Bachelor of Arts in International Studies and the Bachelor of Science in Mechatronics and Robotics Engineering proposed by Southern Illinois University Edwardsville meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

## University of Illinois at Springfield

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Elementary Education in the Central Region

*Projected Enrollments and Degrees.* The University of Illinois at Springfield has indicated that enrollment in the proposed Bachelor of Arts in Elementary Education is projected to grow from six students in the first year to approximately 20 students in the fifth year. It has projected also that eight degrees will be awarded in the fifth year.

### Background

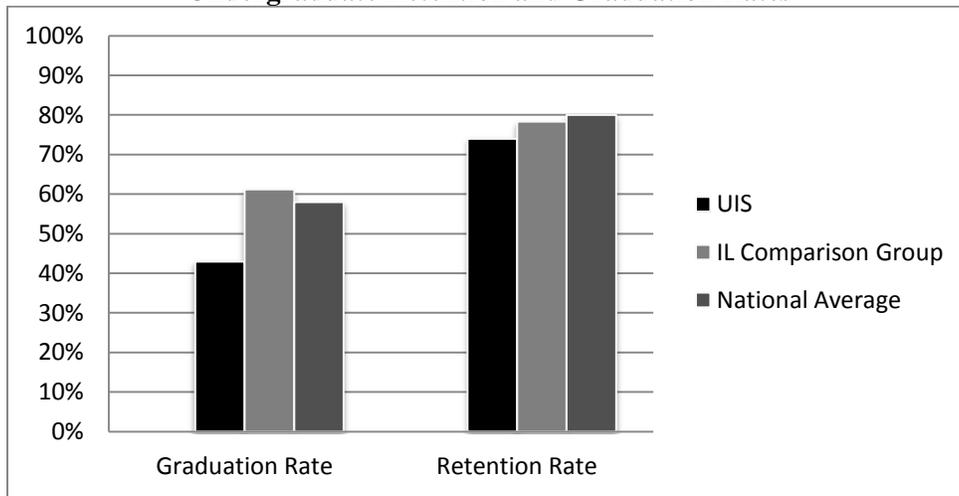
The University of Illinois at Springfield (UIS) requests authority to offer a new Bachelor of Arts (BA) in Elementary Education intended for students pursuing a Professional Educator's License with an elementary endorsement through the Illinois State Board of Education. This program represents the restructuring of the current Elementary Education minor at UIS that has traditionally been coupled with a major in another field. The proposed structure of the new program combines an Education major with the concurrent completion of another major in an appropriate content area, such as English, Mathematics, Biology, History, etc. The completion of the Elementary Education major will be contingent upon successful completion of the requirements of the content major as well as the requirements of the education major. The content major could, however, be completed without the accompanying education major. Currently, the Department of Teacher Education houses minors in elementary and secondary education. The new Elementary Education major will share resources with the minor in secondary education in the short term, although eventually the department intends to propose majors in Middle School and Secondary Education. The Elementary Education double major proposed by UIS was approved by the Illinois State Board of Education through the Illinois State Educator Preparation and Licensure Board on January 9, 2015.

### 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Undergraduate Retention and Graduation Rates



*Source: National System for Education Statistics (NCES), U.S. Department of Education*

*Note: The University of Illinois at Springfield is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

UIS's 2013 graduation rate was 43 percent. The national 2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 58 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

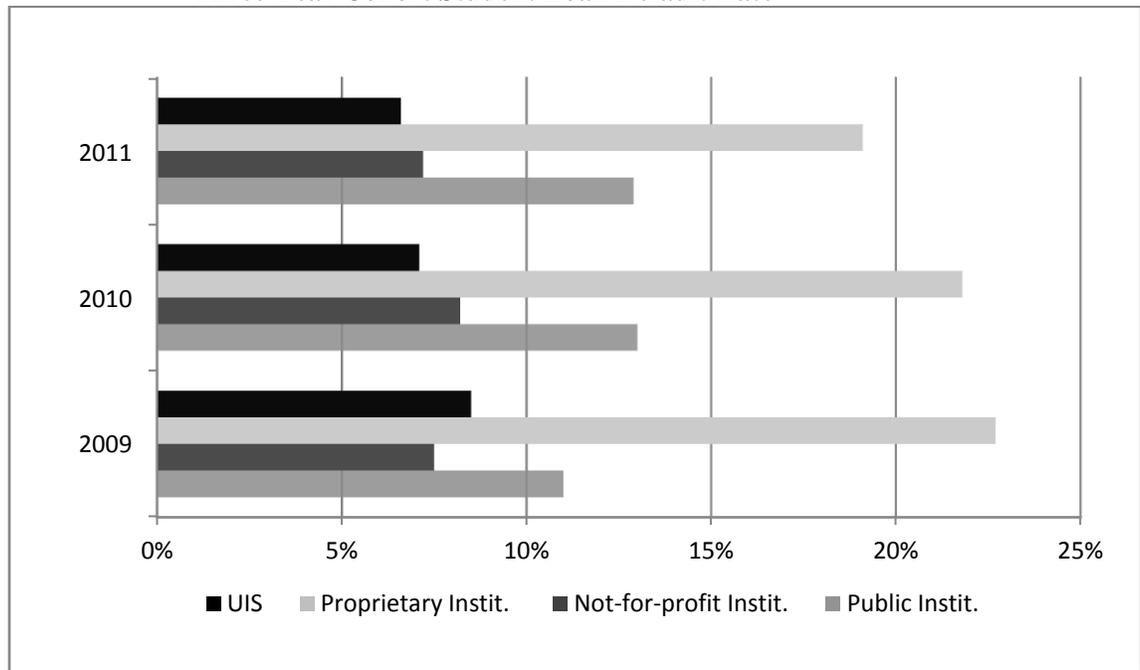
#### Undergraduate Retention Rate

UIS's 2012-13 retention rate was 74 percent. The national average retention rate for public four-year institutions in 2013 was 80 percent and the average for comparable Illinois institutions was 78.3 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

#### Undergraduate Completions per 100 FTE

UIS's 2013 completions per 100 full-time equivalent enrollment (FTE) rate was 30. The average among comparable Illinois institutions was 24.7. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The University of Illinois at Springfield is a public institution.

A lower number is a positive indicator

#### Student Loan Default Rate

The three-year student loan default rate for the University of Illinois at Springfield was 6.6 percent in 2011, 7.1 percent in 2010 and 8.5 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on 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 United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions, 7.2 percent for not-for-profit institutions, and 19.1 percent for proprietary institutions.

#### 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.

A 2009 study by the National Commission on Teaching and America's Future predicted "The nation stands to lose half of its teachers to retirement over the next decade." Illinois was identified in this study as one of 18 states to be hardest hit by the wave of retirements. In 2009, 51 percent of Illinois teachers were over 50 years of age. The Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections cites that the need for elementary teachers

will rise nationally as fast as the average over the course of the next ten years, and the need for elementary teachers, special education, preschool, and kindergarten teachers for Illinois will increase by 26 percent between 2012 and 2022. According to the Illinois Education Job Bank, enrollments in elementary schools in the Midwest are expected to remain steady, but teacher retirements, especially with the changes in the Teachers' Retirement System, will result in a high number of openings in Illinois schools. The employment rate for elementary teachers in Illinois is expected to increase through the year 2020, with approximately 3,620 openings each year. Teaching at the elementary level has been identified as one of ten jobs that will account for the most job openings in Illinois over the course of the next several years.

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

The University of Illinois at Springfield's proposed BA in Elementary Education will address Goal 1 of *The Illinois Public Agenda*.

This program supports the completion agenda goal of increasing postsecondary credential holders through Public Agenda Goal 1, "increase educational attainment to match the best-performing states." In alignment with the University's goal of expanding enrollment, this curriculum is intended to add a program related to preparation for specific employment needs, as well as to facilitate transitions through the P-20 pipeline. The program is intended to provide educational opportunities not only for traditional age students preparing for a career in education, but also for nontraditional students and students with existing bachelor's degrees. Returning adults who already have a college degree and seek teacher licensure have content area expertise, so UIS can help them attain their goals with the most efficient use of coursework. In addition, the Department of Teacher Education regularly works with community colleges to develop and maintain informal articulation agreements that primarily benefit transfer and non-traditional students.

### **Comparable Programs in Illinois**

All of the 52 elementary teacher education programs currently in place in Illinois, with the exception of UIS, require a major in elementary education. None of these programs have the double major structure in place. With this proposal, the University will be able to offer an elementary education major with an additional major in a content area or academic discipline.

### **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 Elementary Education program is consistent with the University's mission and college-level strategic plans. All professional course work is aligned to the Illinois Professional Teaching Standards. These standards are organized around a commitment to excellence in four areas; quality teaching and professional practice, public engagement, technology and diversity. This conceptual framework provided UIS faculty and staff with the basis for coherence in, and direction for, the elementary program redesign, including curriculum, instruction, field experiences, clinical practice, assessment and evaluation, and candidate performance. The mission of the degree is consistent with and supports the educational 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

Potential teacher candidates will apply to the Elementary Education program in the Department of Teacher Education, which will be a separate process from applying to the University. Potential teacher candidates will be required to meet with the initial adviser in the Teacher Education Program (TEP), who determines the student's point of progress toward fulfilling prerequisite criteria for entry into the program. Candidates may be conditionally admitted or fully admitted, depending upon a candidate's previous course work and progress toward meeting other requirements. The following are requirements for conditional admission: University admission; TEP application; a cumulative GPA of 2.50 for conditional admission or a cumulative GPA of 2.75 for full admission; official transcripts; completed or begun the Service Learning requirement (minimum of 30 documented hours with school aged children in an educational setting); successful completion of a background check; and successful completion of an online TEP orientation course.

For full admission, teacher candidates must meet all of the above criteria for conditional admission along with the following criteria: passage of the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency or accepted equivalents; completion of the Orientation to Methods Courses with a minimum score of 270/300; completion of online Mandated Reporter training by the Department of Child and Family Services; completion of all introductory and core TEP courses with a grade of C or better; completion of all general education courses with grades of C or better; and a cumulative GPA of 2.75, a GPA of 2.75 in the disciplinary major course work, and a GPA of 3.00 in professional education course work. Full admission is required for candidates to be able to register for and complete methods courses.

## Curriculum

Coursework required for the disciplinary major will be completed concurrently with coursework required for the Elementary Education program, so students will work with faculty advisers assigned to them by their disciplinary departments in order to complete the requirements of the disciplinary content major as well as TEP Faculty Advisers to guide them to completion of the education program requirements. The program requires a minimum of 120 hours for completion, but the number of hours required for graduation will vary depending upon the requirements of the selected double major. All teacher candidates will complete four methods courses; each methods course will require a preclinical field experience of 30 hours in a local elementary school setting assigned by the Department of Teacher Education. All teacher candidates will also participate in a 16-week full-time unpaid student teaching experience in their

final semester; this semester consists of the student teaching course and the accompanying seminar course. During student teaching, candidates will be expected to take on full responsibility for the classroom under the auspices of the cooperating teacher and aided by the University supervisor. Those who already hold baccalaureate degrees in an appropriate discipline will complete the same sequence of professional courses as students completing the double major requirements and meet all other entrance, retention, and exit requirements.

#### Assessment of Student Learning Outcomes

Course instructors will require assignments to be completed in each methods course preclinical placement to meet the learner objectives of each specific course. In addition, each methods course preclinical field experience will include at least one preclinical common assessment that will be added to the Candidate Work Sample. At the conclusion of the preclinical field experience, the cooperating teacher will complete an online evaluation of the candidate using the Teacher Education Preclinical Assessment. This evaluation is built directly upon the 2013 Illinois Professional Teaching Standards and the Code of Ethics for Illinois Teachers. During student teaching, candidates will receive formal feedback on a weekly basis, alternating between the University Supervisor and the Cooperating Teacher.

#### Program Assessment

Two sets of standards from the Illinois State Board of Education provide specific learning outcomes for the proposed major in Elementary Education at UIS: the Illinois Professional Teaching Standards and the standards for elementary endorsements from the Association for Childhood Education International as outlined in the Administrative Code for the State of Illinois. The standards will provide a guide for program review and assessment by the chair of the program and the dean of the College. All academic programs at UIS are also required to submit an Assessment Status Report to the University Assessment committee in year three of the program review cycle. The report is reviewed the following year, and the committee provides feedback to the Departments that are to be incorporated into the review documents. The reporting meets the minimum expectation but additional reporting may be required upon recommendation of the Undergraduate or Graduate Councils or the Provost's Office.

#### **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.*

Brookens Library provides access to a collection of over 700,000 books and serials, including over 205,000 eBooks and eJournals. To serve the Department, the Library employs a liaison for the Department to conduct regular resource workshops for faculty and students. Current library resources are sufficient to support the program, since the courses for the proposed major are already taught for the current minor. The UIS Library has a well-established collection of education resources to support the program. The University has sufficient instructional technology that will support this program including online learning and research tools, online

tutorials, technology support and smart classrooms. The College has sufficient faculty, classroom space, and administrative capacity to support the proposed program.

### **Faculty and Staff**

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

The University has identified institutional policies that ensure faculty 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. No new faculty lines are required to staff the proposed program.

### **Fiscal and Personnel Resources**

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

No new state resources are needed to establish the proposed program. Current faculty will be adequate to provide instruction for the new program, since the courses are already being taught for the minor in elementary education.

### **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.*

Graduates of the program will be eligible to apply for licensure through the Illinois State Board of Education. The University does not intend to seek any programmatic accreditation at this time.

## **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 proposed program, including a detailed description of the curriculum, admission requirements, and tuition and fees 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 Elementary Education proposed by the University of Illinois at Springfield meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

## **Western Illinois University**

**Proposed Program Title in the Region of Authorization:** Master of Arts in Community and Economic Development in the Western Region.

*Projected Enrollments and Degrees:* Western Illinois University projects the Master of Arts in Community and Economic Development will increase from approximately six students in the first year to 20 students in the fifth year. The University projects 16 degrees will be awarded in the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Applied Statistics and Decision Analytics in the Western Region.

*Projected Enrollments and Degrees:* Western Illinois University estimates that enrollment in the Master of Science in Applied Statistics and Decision Analytics will increase from ten students in the first year to 30 students in the fifth year.

## **Background**

Western Illinois University (WIU or the University) requests authority to offer a Master of Arts in Community and Economic Development (MA in CED) and a Master of Science (MS) in Applied Statistics and Decision Analytics in the Western Region.

The MA in CED will be administered by the Illinois Institute for Rural Affairs (IIRA) at Western Illinois University. The IIRA is a University-based, research, teaching, outreach, and policy development center located at the WIU-Macomb campus. The proposed program is designed for mid-career professionals who are community and economic development practitioners. The proposed program will build upon the post-baccalaureate certificate in Community Development offered by the Department of Geography at WIU. The IIRA partnered with the Department of Geography to offer the post-baccalaureate certificate to accommodate the IIRA Peace Corps Fellows (PCF) Program in Rural Community Development. The certificate program allows PCF participants to earn a community development credential while earning a master's degree in one of eight disciplines (Business, Economics, Education, Geography, Health Services, Political Science, Recreation Management, or Sociology).

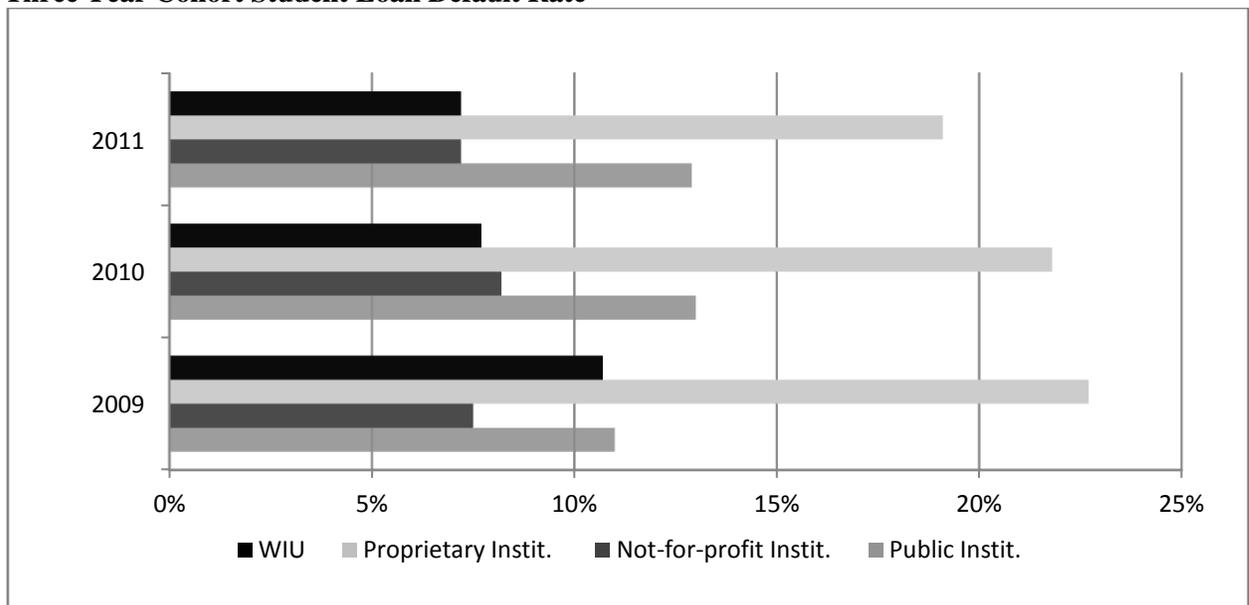
The Master of Science in Applied Statistics and Decision Analytics is an interdisciplinary program designed for students in a range of undergraduate fields including quantitative and biological sciences, sociology, psychology, business, computer sciences, physics, engineering, and education. Students will be trained to gain advanced knowledge in data-analysis and analytical skills. The proposed curriculum offers students a strong foundation in statistical analysis and modeling used in the field of education, science and technology, healthcare, government, business, and social science research. Graduates will be trained on industry-standard statistical software packages, as well as gain modern statistical modeling skills. The program is built upon the Master of Arts in Economics, Master of Science in Mathematics, and the Post-Baccalaureate Certificate in Business Analytics. The program will also be administered by the Department of Economics and Decision Sciences within the College of Business and Technology.

## 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 those 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



*Source: National Center for Education Statistics (NCES), U.S. Department of Education*

*Note: Western Illinois University is a public institution.*

*A lower number is a positive indicator.*

The three-year student loan default rate for WIU was 7.2 percent in 2011, 7.7 percent in 2010 and 10.7 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on 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 United

States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer new graduate programs.

## **Need**

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

A broad range of job opportunities are available in the field of Community and Economic Development (CED), including at all levels of government (city, state, and federal) and in private sectors (non-profit foundations, social service agencies, banks, utilities, investment firms, and universities). According to the Bureau of Labor Statistics (BLS), 40,000 Community Developers were employed in 2010 and the field (occupational code: 19-3051) is estimated to grow by 16.2 percent (about 46,800 jobs) by the year 2020. The proposed program at WIU will help to train more CED professionals who will contribute to improving economic development in communities.

In December 2010, to assess regional demand for the program, the IIRA staff conducted a survey of community and economic developers and local leaders. Approximately 2,100 community developers and community leaders were surveyed via an online questionnaire. The institute received about 206 completed questionnaires. The results indicate significant interest in the program. About 14 percent of respondents indicated “high interest” in the program and 52 percent indicated “moderate interest” in the program. The findings also indicate preference for structuring the program to maximize appeal to the target population. Seventy-four percent of respondents indicated preference for online delivery of the program. Respondents also indicated strong preference for weekend classes and showed little support for a traditional residential program delivery model. The proposed program will be delivered in a hybrid model to allow the target CED professionals to earn a degree while remaining in the workforce.

The proposal states that enrollment in the proposed MA in CED program will depend on the delivery method and the curriculum’s utility. The University learned through the survey that the target working professionals prefer “relevance and practical value from the courses.” The proposed program was developed to align course contents with skills and knowledge that will benefit CED professionals.

The proposed MS in Applied Statistics and Decision Analytics will help to address the growing demand for graduates in the science, technology, engineering, and mathematics (STEM) areas. The proposal highlights that there is an “increasing demand for trained statistician and analytics professionals as the world becomes increasingly dependent on data-driven decision making and quantitative reasoning.” According to the *2012-2013 Occupational Outlook Handbook* of the United States Bureau of Labor Statistics, numerous job opportunities for a statistics major are available and employment in the field is estimated to grow by 14 percent from 2010 to 2020. Most of these job opportunities require an advanced degree in statistics and knowledge of data analysis methods and statistical software packages. The MS in Applied

Statistics and Decision Analytics is proposed in response to the market demand for advanced training in applied statistics and business analytics. Students and employers in the region have also expressed interest in the program.

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

WIU's MA in CED and the MS in Applied Statistics and Decision Analytics will address the four goals of the *Illinois Public Agenda for College and Career Success*. The proposed programs will contribute to Goal 1, "Increasing educational attainment," by providing opportunities for advanced degrees for students. Goal 2 is to ensure "College affordability." The proposed programs will ensure college affordability. The MS in Applied Statistics and Decision Analytics will address affordability because it is expected to be a relatively low cost program compared to similar programs at other universities. The MA in CED will contribute to college affordability because it will be offered in a hybrid model, saving students cost associated with traditional classroom delivery (e.g. room and board). Also, the hybrid format gives students the opportunity to continue working and earning an income while completing a graduate program. Goal 3 is to "Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society." The proposals demonstrate a high demand for graduates in the two proposed programs. Graduates of the programs will qualify for immediate employment in their fields. The proposed programs will also support Goal 4, "Integration of educational, research, and innovation assets." Graduates of the programs will gain the knowledge to contribute to improving the economic needs of their regions and state. The degree programs will play a critical role in boosting the leadership capacity of the regions which is necessary for building sustainable economic growth.

### **Comparable Programs in Illinois**

No institution in Illinois offers a program similar to the master's degree in Community and Economic Development. The University of Illinois at Urbana-Champaign offers a non-terminal MA degree in Human and Community Development that is not directly related to CED. CED programs focus more on community based economic development. The core course sequence developed for the proposed MA in CED is not similar to the courses offered at University of Illinois or at other Illinois institutions that offer concentrations in economic development. In contrast, WIU's proposed MA in CED focuses on small and rural town economic and community development.

The University identified 14 institutions that offer programs in statistics that could be considered comparable to the proposed Applied Statistics and Decision Analytics program. Among the 14 institutions, only four prepare students for immediate employment as applied statisticians. Ten Illinois public institutions offer related courses in applied statistics, but only two, University of Illinois at Urbana-Champaign and Northern Illinois University, offer graduate-level degree programs in Applied Statistics. The WIU program is also different from other programs offered at Illinois public institutions because it combines course work in two related areas, applied statistics and decision analytics, thus making it possible for graduates to compete for high-paying jobs in the state and in the country.

### **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.*

Western Illinois University's mission is to "empower students, faculty, and staff to lead dynamic and diverse communities" and to "provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives." The goals and objectives of the proposed programs are consistent with the University's mission and priorities.

### **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**

Students are expected to meet the standard for admission to WIU Graduate School. Prospective students in the MA in CED program will be expected to have at least a bachelor's degree in an applied social science field such as development, economics, geography, sociology, political science, planning, business management, and marketing. While the primary target population is mid-career professionals in CED fields, other applicants outside the field of community and economic development are encouraged to apply. Other requirements for admission include: bachelor's degree with a cumulative GPA of 2.75 or 3.0 (or higher) GPA in the last two years; two letters of recommendation; resume; personal statement; and official transcripts from previous academic institutions attended.

Prospective students in the MS in Applied Statistics and Decision Analytics program must also meet the standards for admission to the School of Graduate Studies at WIU. In addition, applicants for admission to the MS in Applied Statistics and Decision Analytics program are expected to have completed the following courses: one year of calculus; one semester of linear algebra; and one course in introductory statistics.

### **Curriculum**

The MA in CED is a 36 semester credit hour program that includes 15 semester hours of core courses; 15 semester hours of directed electives; and a six semester hour capstone internship, applied project, or thesis. All students are required to take five economic and community development courses. Students then choose two directed elective courses and three additional directed electives to complete the required 30 semester hours. After coursework is completed, students are expected to undertake a capstone experience which may be an internship, applied project, or a thesis. The internship will last for at least 12 weeks or about 300 hours. The internship must also be approved by the internship advisor prior to the start date. At the end of an internship, students will be expected to complete a 25 page review of the internship experience.

To complete the thesis/project option, students are expected to select an IIRA faculty member to serve as a thesis/project advisor and two other faculty to serve in the project committee. Students will develop and defend a written thesis/project proposal that must be approved by the committee members. The program will be administered by the IIRA and will be delivered via a hybrid model that combines traditional face-to-face instructions with distance learning. Each course will begin with an intensive two-day weekend session at the Moline campus followed by a combination of synchronous and asynchronous assignments. Each course will be completed in seven to eight weeks.

The MS in Applied Statistics and Decision Analytics is a 36 semester hour program that includes 15 semester hours of core courses, six semester hours of electives, and 15 semester hours for a thesis option, an internship option, or an all coursework option. The MS in Applied Statistics and Decision Analytics is an interdisciplinary program. Courses in the program will be from various departments and no new course will be created for the proposed program. Upon approval from their graduate program advisor, students may select elective courses relevant to their areas of interest. The program will be administered by the Department of Economics and Decision Sciences within the College of Business and Technology.

#### Assessment of Student Learning Outcomes

Student learning outcomes in the MA in CED program will be assessed using direct and indirect measures. Direct assessment measures will include written exams, written assignments, group activities, face-to-face discussions and online chat assignments, student portfolios comprised of graded assignments and projects using rubrics to provide formative assessments, and successful completion of a capstone course that demonstrates students' ability to apply theories and practices learned throughout the program and can be applicable in employment settings. Indirect measures will include annual assessment of students' progress, exit surveys, and alumni surveys. Other ongoing learning assessment methods will include participation in online and face-to-face discussions, weekly journals that critically evaluate reading materials, data collection and research skills as evidenced in term papers and discussions, facilitation of community development exercises, completion of case studies, and completion of essays. Indirect assessment measures will include the use of annual assessment of students' progress (using key measures such as proportion of students progressing in the program and the GPA of the students). Systematic assessment methods will also be used and this includes course-by-course assessments such as GPA (3.0 and above), and retention of students in the program; end of program assessment such as successful completion of core courses and satisfactory completion of Capstone Course (internship, applied project, or thesis).

Direct and indirect methods will be used to assess students' learning outcomes in the MS in Applied Statistics and Decision Analytics. Direct assessment will include departmental comprehensive examination and a capstone requirement such as an internship, project or thesis. This comprehensive exam assessment will include multiple choice and/or essay questions on statistical modeling and data mining; business analytics problem solving using statistical software such as SAS, R, STATA; applied stochastic models in business analytics; and predictive modeling, forecasting, and design of experiments. Indirect assessment measures will include career/PhD program placement and an alumni survey.

#### Program Assessment

WIU requires that each year every academic program submit a Report of Assessment of Student Learning to the Provost's Office for review. WIU utilizes a four-step assessment model,

which includes articulating the program's student learning outcomes, direct and indirect measures, assessment results, and a discussion of the impact on the improvement of student learning. In addition to the annual review, and consistent with IBHE requirements, the University will submit a progress report on the proposed programs 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. Also, the program director and 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 the 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 programs. The MA in CED will be delivered in a hybrid model. The classroom facilities for the on-site meetings are located at the WIU-Quad Cities campus. IIRA faculty and staff that will support the program all have office spaces at the WIU-Macomb campus. Temporary office space and classroom space will be available to faculty and staff at the WIU-Quad Cities campus when face-to-face meetings are scheduled beginning of each course. The University uses online course management software, including Desire2Learn and AdobeConnect. The University's Academic Computing Center provides technical support to students, faculty, and staff. In addition, the University's Center for Innovative Teaching and Research (CITR) regularly provides workshops and specialized training in online education. No additional physical facilities or technology upgrades will be needed for the proposed MA in CED program. The University's Malpass library provides a wide range of resources for the program including key textbooks, databases of electronic resources, and archived journal selections (such as *Journal of Rural and Community Development*, *Journal of Rural Studies*, and *Journal of Sustainable Development*). In addition to providing support through electronic journal subscriptions and other digital resources, the WIU library also has support staff that assist with the online AdobeConnect software.

The proposed MS in Applied Statistics and Decision Analytics will be housed in the Department of Economics and Decision Sciences. The program will not require additional faculty, equipment, library, or other classroom space. All the courses for the proposed program are already being offered and no new courses will be developed. The Department, College, and the University maintain adequate computer labs with modern up-to-date software. The Department of Economics and Decision Sciences subscribes to specialized statistical and econometric software (Minitab and STATA) and the university has licenses for SAS and SPSS. The Department's teaching computer lab has 35 Windows-based machines. Additionally, the University, through several academic units, licenses MATLAB and Mathematica for instructional

and research purposes. The University's library is also equipped with statistical books and journals such as such as *Journal of the American Statistical Association (JASA)*.

### **Faculty and Staff**

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

The University indicated that no new faculty will be hired for the MA in CED and the MS in Applied Statistics and Decision Analytics programs. The IIRA has four faculty members with tenure and PhD degrees in economics, rural sociology, and marketing that will teach in the MA in CED program. In addition, the IIRA Director who served as an IIRA faculty members has a PhD in geography and the Assistant Director has a PhD in rural sociology. The IIRA has a total of five faculty and staff that will administer the MA in CED program. One faculty member directs the Midwest Community Development Institute (Midwest CDI), a week-long workshop held each summer in the Quad cities. The IIRA faculty are adequately prepared to train students to gain the skills and knowledge to succeed in CED careers.

As an interdisciplinary program, the faculty in the MS in Applied Statistics and Decision Analytics will be drawn from different academic disciplines including economics, statistics, applied statistics, business statistics, and psychology. The courses will be assigned to faculty in the Department of Biological Sciences, School of Computer Sciences, Department of Economics and Decision Sciences, Department of Mathematics, Department of Psychology, and Department of Sociology and Anthropology. All the faculty have terminal degrees and are qualified to teach in their respective disciplines. The University has policies in place to ensure that faculty and staff have the training, credentials, and other related professional qualifications to provide quality instructions to students. Faculty in the programs will be evaluated using standard University procedures.

### **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.*

No new state resources will be requested to establish the proposed programs. The IIRA has adequate faculty, staff, and other instructional resources to administer the MA in CED program. Also, the Department of Economics and Decisions Sciences has adequate resources to implement the proposed MS in Applied Statistics and Decision Analytics. The department is currently working to establish industry partnership that can help to provide funding support for some graduate students in the program.

### **Accreditation/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.*

Students enrolled in the MA in CED program will complete courses that will prepare them to take the Professional Community Economic Developer (PCED) certification exam. The PCED certification is offered by the Community Development Council (CDC), a national consortium of universities and government agencies specializing in community and economic development.

Neither specialized accreditation nor licensure is required in the area of applied statistics and decision analytics.

### **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 about the proposed programs, including description of the admission policies, University policies, tuition, fees, curriculum are provided in the proposals and will be published on the University's website. Comparable information about the programs will also be available from the webpage of the academic units administering the programs.

**Staff Conclusion.** The staff concludes that the Master of Arts in Community and Economic Development and the Master of Science in Applied Statistics and Decision Analytics proposed by Western Illinois University meet 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.

