

**APPROVED  
FEBRUARY 3,  
2015**

Item #IV-10  
February 3, 2015

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

**Submitted for:** Action.

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

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

Northeastern Illinois University

- Master in Social Work in the Chicago Region

Southern Illinois University Carbondale

- Master of Science in Supply Chain Management and Engineering in the Southern Region

University of Illinois at Urbana-Champaign

- Bachelor of Arts in Dance in the Prairie Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Executive Summary**

Northeastern Illinois University

- Master in Social Work

Northeastern Illinois University (NEIU) requests authority to offer a 60 semester credit hour Master in Social Work (MSW). The program will prepare students for professional social work practice with individuals, families, and communities. There are two levels in the master's degree – foundation and advanced. The foundation curriculum is designed for those who enter the program without the bachelor's degree in social work. The advanced standing degree program is designed for students who have completed a bachelor's degree in social work and who will complete a 30 semester credit hour accelerated version of the MSW. The curriculum all students will complete is designed to satisfy the accreditation and competency-based educational standards of the Council on Social Work Education. NEIU has submitted plans and timelines for achieving this accreditation. Once accredited by this body, graduates of the MSW program will be eligible for Illinois licensure. 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 programs.

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

Southern Illinois University Carbondale

- Master of Science in Supply Chain Management and Engineering

Southern Illinois University Carbondale (SIUC) requests authority to offer an online Master of Science in Supply Chain Management and Engineering (MSCME) program. The

program, developed to serve working professionals, will consist of 36 credit hours delivered online over four consecutive semesters. The program was cooperatively designed by the College of Business and the College of Engineering. The Departments of Accounting, Management, and Marketing will provide business courses and faculty in Industrial Technology and Quality Engineering and Management will provide Engineering coursework. The MSCME program will prepare graduates to work in supply chain positions that include supply chain manager, plant manager, quality control manager, supply chain/logistics analyst, and purchasing manager. The proposed MSCME does not require specialized accreditation or licensure. However, the business programs at SIUC have been continuously accredited by the Association for Advancement of Collegiate Schools of Business (AACSB) since 1962. The joint program will be included in the existing scope of AACSB accreditation. Policies are 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 programs.

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

#### University of Illinois at Urbana-Champaign

- Bachelor of Arts in Dance

The University of Illinois at Urbana-Champaign requests authority to offer a Bachelor of Arts (BA) in Dance. The program is designed to provide an integrated and individualized approach to undergraduate studies of dance. The BA is designed to be more choice-driven and broader in approach than the degree currently offered, the Bachelor of Fine Arts in Dance. The curriculum for the proposed BA in Dance, which is aligned with the standards of the National Association for the Schools of Dance, requires a minimum of 120 credit hours including 53 credit hours in Dance Technique/Physical Practice. Students will study three core areas in Dance – physical practice, creative process, and dance theory. Students will identify at least one other key area of interest, such as Theater, Music, Anthropology, Business, Art and Design, Environment, Film, Gender Studies, or Cultural Studies to deepen their knowledge in this area of study. 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 programs.

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

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 in Social Work 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 Southern Illinois University-Carbondale authorization to establish the Master of Science in Supply Chain Management and Engineering in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

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



## **Northeastern Illinois University**

**Proposed Program Title in Region of Authorization:** Master in Social Work in the Chicago Region

*Projected Enrollment and Degrees:* Northeastern Illinois University estimates that enrollment in the Master in Social Work will grow from 25 students in the first year to 60 students by the fifth year of the program. It is also projected that approximately 55 degrees will be awarded in the fifth year.

### **Background**

Northeastern Illinois University (NEIU or the University) requests authority to offer the Master in Social Work (MSW). The program will prepare students for professional social work practice with individuals, families, and communities. There are two levels in the master's degree – foundation and advanced. The foundation curriculum is designed for those who enter the program without the bachelor's degree in social work. The advanced standing degree program is designed for students who have completed a bachelor's degree in social work.

### **Institutional Data**

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

The 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 certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The 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 private non-profit institutions; and 19.1 percent for for-profit 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 Illinois Department of Employment Security projects that social work careers in child and family services and school social workers will increase by eight percent and careers in community social work will increase by 12 percent. While these occupations are the primary ones for which the proposed program will prepare professionals, graduates will be eligible for additional occupations. For example, the need for mental health counselors is expected to grow by 21 percent, the need for marriage and family therapists will increase by 25 percent, and the need for substance abuse and behavioral disorders counselors will increase by 16 percent. These projections indicate growing demand for social work careers and therefore a need for an education program that prepares professionals in these respective areas. According to the Occupational Outlook Handbook, overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services. Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations.

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

The MSW will address Goals 1, 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1, to *increase educational attainment to match the best performing states*, will be addressed by implementing the University's core values that emphasize empowering students who might be left behind by the current education systems. By recruiting, enrolling, and educating these students, the program will contribute to reducing the State's educational and economic achievement gaps. Northeastern Illinois University has one of the lowest tuition rates among Illinois public universities. The affordable tuition makes the University attractive and accessible to low-income students in the region and the state who have little or no option to go to college, thus addressing Goal 2 of *The Public Agenda* to *ensure college affordability for students, families and taxpayers*. Goal 3, to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by providing a new Masters program that will meet an increased job market demand as evidenced by the Illinois Department of Employment Security. The Masters of Social Work degree program will meet the needs of Chicago area employers in the areas of children and family services, counseling services for special populations which include mental health and substance abuse, and community and organizational advocacy.

### **Comparable Programs in Illinois**

There are 13 MSW degree programs in the State of Illinois, seven public and six private. Nine of these programs are in the Chicago Metropolitan area; three public institutions. The addition of a MSW program at NEIU will increase the number of underrepresented groups in higher education and will increase opportunities for graduates of the NEIU Social Work Bachelors program to obtain an affordable advanced degree. Creating the MSW Program at NEIU will assist the surrounding community meet the current need for social workers. Graduates will be prepared for practice in multicultural urban communities with children, youth, and adults who are facing challenges resulting from issues of poverty, social injustice, lack of education, lack of employment and employment skills, mental illness, homelessness, child abuse and neglect, domestic violence, community violence, substance abuse, immigration issues, or grief and loss.



## **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 MSW program will contribute to NEIU's mission to prepare a diverse community of students for leadership and service and encourages internships, research, and service learning. The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program objectives and curriculum.

## **Curriculum and Assessment**

*1050.30(b)(1): 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.*

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

## **Admission Requirements**

Admission to the full program in the master's degree of social work is predicated on the following evidence: 3.0 GPA on previous coursework, completion of a statistics course with a minimum grade of B (taken within the last six years), resume, letters of recommendation, personal statement, and a criminal background check. Those students seeking advanced standing must also provide a full description of undergraduate field instruction experiences including the agencies' names and addresses, the type of assignments, types and numbers of clients served, social work models or approaches used, and duration of placement; a copy of the field instructor's evaluation form from the undergraduate placement; and a reference letter from a Bachelor of Social Work program director, field instructor, or field coordinator. Students who are admitted with advanced standing must begin the program in the summer term, during which they will be required to complete two courses and prepare for the field education placement which will continue through the following fall and spring semesters.

## **Curriculum**

The proposed MSW was designed to prepare advanced social work practitioners who can serve vulnerable populations and contribute to their functioning and well-being. There are two levels of curriculum – the foundation and the advanced. To complete the degree, students

admitted to begin with the foundation curriculum will complete a total of 60 semester hours and those who are admitted directly to the advanced curriculum will complete a total of 30 semester hours. The foundation is designed for those with a bachelor's degree but who do not hold the baccalaureate degree in social work. This foundation curriculum will consist of 30 credit hours, prepares one for generalist practice with individuals, families, communities, and organizations and is similar to the curriculum for the bachelor's degree in social work. Students who matriculate in the program without the earned credentials required to begin with the advanced curriculum will complete the foundation curriculum first, then will move on to the advanced curriculum, which is required for all students, including those who start with the foundation curriculum and those who are eligible to begin the MSW program at the advanced level.

The 30 semester hour advanced level curriculum is built upon the foundation curriculum and will prepare students for direct or indirect practice. Two concentrations will be available: (1) Practice with Vulnerable Populations and (2) Leadership and Change. The former is a direct-practice concentration and the latter is an indirect-practice concentration. Within each concentration several specializations are planned for the future, but for the initial program offering, one specialization will be available under each concentration. The initial specialization in the direct-service concentration of Practice with Vulnerable Populations will be Practice with Children and Families. This specialization will consist of four courses designed to prepare students to serve vulnerable children and their families to develop healthy functioning. The concentration in Leadership and Change will prepare students for indirect practice and specialization in this concentration will be Advocacy and Change. This specialization also will consist of four courses and prepare students to work in communities and organizations to lead in advocacy efforts designed to improve the well-being of individuals and communities. Courses will be delivered through a mixture of some face-to-face courses with some online delivery and some courses that will be totally delivered via online technology. In the future, NEIU expects to offer a totally online Master's degree, but this will be developed after initial programmatic accreditation.

#### Assessment of Student Learning Outcomes

Social Work is a professional program designed to prepare students to perform tasks related to professional practice. Course objectives have been related to established professional competencies. These objectives are aligned with respective assignments for which specific criteria or standards have been identified for the assessment to the extent of attainment. Every competency is measured by multiple assignments in various courses. At the end of the program the student will complete a research project that will attest to their abilities. Instructors will evaluate field practica to assess the attainment of competencies. Upon completion of the foundation curricula and at the end of the program, students will complete self-efficacy forms, rating the extent to which they believe they have attained key competencies.

#### Program Assessment

Program faculty will meet annually to conduct program evaluation based on assessment of the identified competencies. Faculty responsible for various curriculum areas will report on the major assignments and the results of their assessments of student attainment of the same. They will report on the strengths and limitations and identify any ideas for improvements. Faculty will also examine employer surveys assessing graduates' performance and alumni surveys. Assessment data will be reviewed for alignment with programmatic accreditation requirements. Annual reports of the results of assessments will be put on the website and distributed individually to each person on the Advisory Committee. The programmatic

accreditor, the Council on Social Work Education, requires that all programs have an advisory council. The advisory board will be made up of alumni, current field instructors, and students and will be led by the MSW director of social work education.

### **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.*

Existing facilities and instructional technology, including standard classrooms, labs, offices, and classrooms and office equipment, are adequate to meet the needs of this program. There is sufficient office space to accommodate the newly hired faculty. Library resources are adequate for the operation of the program. The program will be supported by the Ronald Williams Library on the NEIU campus. The Library will provide subject librarians for the Social Work program and give students access to the Consortium of Academic and Research Libraries in Illinois (CARLI) library system.

### **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.*

In accordance with programmatic accreditation requirements, NEIU plans to add six new faculty members, including a program director, to support the program. The new program director will receive a 50 percent release from instruction to perform the duties of the position such as professional advising and admissions. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

### **Fiscal and Personnel Resources**

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

NEIU has submitted a budget which includes six new tenure-track faculty members, graduate assistants, tuition waivers, and marketing funds. The initial cost to establish the program according to accreditation standards will be \$232,122 in the first year of the program rising to \$416,052 in the fifth year. The University has pledged to support the initial costs of establishing the program, and projects that tuition revenue will begin wholly supporting the program beginning in year two based on enrollment projections.

### **Accreditation and Licensure**

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

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

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

This curriculum is designed to satisfy the accreditation and competency-based educational standards of the Council on Social Work Education (CSWE). NEIU has submitted plans and timelines for achieving this accreditation. Once accredited by this body, the program will satisfy licensure standards for the State of Illinois for students who complete the MSW program.

### **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 NEIU's MSW, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University and graduate 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 MSW program 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.

## **Southern Illinois University Carbondale**

**Proposed Program Title in the Region of Authorization:** Master of Science in Supply Chain Management and Engineering in the Southern Region

*Projected Enrollment:* The University projects that enrollment in this program will grow from 10 students in the first year to 30 students by the fifth year.

### **Background**

Southern Illinois University Carbondale (SIUC or the University) requests authority to offer an online Master of Science in Supply Chain Management and Engineering (MSCME) program in the Southern Region. This program was cooperatively designed by the College of Business and the College of Engineering. The Departments of Accounting, Management, and Marketing will provide business courses, and faculty in Industrial Technology and Quality Engineering & Management will provide Engineering coursework. The MSCME program will prepare graduates to work in supply chain positions that include Supply Chain Manager, Plant Manager, Quality Control Manager, Supply Chain/Logistics Analyst, and Purchasing Manager.

### **Institutional Data**

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

The three-year student loan default rate for SIUC was 9.3 percent in 2011, 10.7 percent in 2010 and 8.1 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 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.

### **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 United States Department of Labor classifies Supply Chain Managers as the related discipline of Logisticians, and classifies Supply Chain Analysts as related disciplines of industrial engineers and operations research analysts. In reviewing the 2010 and 2011 Bureau of Labor's Occupational Outlook tables, two out of three of these areas have 10-year growth that is projected to be higher than average at a 14 percent growth rate from 2010-20 for all occupations. In the state of Illinois, growth for industrial engineers is higher than at the national level, where growth is below the average for all occupations. Therefore, the number of positions in supply chain engineering and management are expected to grow faster than average. These positions typically pay well; collectively the median salary is approximately \$70,000 for both the United States and the state of Illinois. The United States Census Bureau ranked professional, scientific, and technical services as the top industry for growth in Illinois for employment from 2010-2020.

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

The University's proposed MS in Supply Chain Management and Engineering will address Goals 3 and 4 of *The Illinois Public Agenda*. Goal 3 is to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*. The projected employment rates in supply chain-related occupations are expected to outpace the average for all occupations, both nationally and in the state of Illinois. An online program in supply chain management and engineering will help supply a needed workforce for these positions using a high-quality postsecondary credential. The unique combination of graduate-level business and engineering curricula will result in a credential of exceptional quality.

Goal 4 is to *better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*. Supply chains and competition between supply chains has grown increasingly sophisticated, and a background in business and engineering will prepare managers to grasp the challenging issues in this area. Compared to other programs in Supply Chain Management outside of Illinois, the proposed program has an increased focus on technical issues in design, analytics, and quality, where other programs tend toward a strategic focus. This technical focus will enable the uniquely qualified graduate to compete well for analyst, purchasing, operations, and consulting positions.

### **Comparable Programs in Illinois**

Currently, there are no other programs of this type in the state. Within Illinois, only Elmhurst College and Loyola University Chicago offer master's degrees in supply chain management. This program is similar to programs offered by Washington University and Webster University, both in the St. Louis area. None of these programs include the elements of engineering which is an important focus of SIUC's proposed program. The proposed program appears to be unique among both public and private institutions in Illinois and the region.

### **Mission and Objectives**

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

The mission of the MSCME program will support the priorities found in the University's mission of providing economic and educational opportunities for a diverse region and state. The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program objectives and curriculum.

## Curriculum and Assessment

*1050.30(b)(1): 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

Applicants for the MSCME must meet the minimum admission guidelines of the Graduate School at SIUC. Admission requirements for program candidates include: a baccalaureate degree from an accredited institution in either business or engineering; a minimum cumulative grade point average of at least a 2.7; for international students a TOEFL score of 550/213/80; and a satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) within the last five years.

### Curriculum

The MSCME is a comprehensive online program combining business supply chain management and logistics engineering courses, which will prepare graduates to work in a variety of supply chain positions. The program, developed to serve working professionals, will consist of 36 credit hours delivered online over four consecutive semesters (including the summer). All credit hours will be offered to students on a cohort basis. Year 1 of the program will consist of a fall semester (two 8-week blocks), a spring semester (two 8-week blocks), and a summer semester (two 8-week blocks). Year 2 will include the fall semester (two 8-week blocks) only. The unique Business-Engineering focus toward Supply Chain Management is structured around three primary areas (Design, Analysis, and Quality), with six courses offered in the area of Design, four courses offered in the area of Analysis, and two courses offered in the area of Quality. Prior to starting the program, students may elect to participate in foundational workshops in business and engineering. These workshops would be available to any applicants who want to expand or refresh their knowledge on essential business or quantitative topics in order to prepare them for success in the Master of Science degree program.

### Assessment of Student Learning Outcomes

Each course will have specific learning objectives, and their attainment will be assessed via various direct methods. For both the business and engineering courses, assessment methods will include exams, homework assignments, case analyses, individual presentations, and course projects. Because this is a professional degree similar to an MBA, there is no requirement for a thesis or dissertation; instead, the program places heavy emphasis on intensive coursework with substantial project-based assignments which incorporate critical thinking, writing, qualitative and

quantitative analysis, project and process innovation and design, and application of technical principles centered around real-world, open-ended business and industrial problems.

#### Program Assessment

A joint assessment committee, including faculty and program coordinators from both the College of Business and the College of Engineering, will be responsible for the regular review and updating of the courses and the program, as well as assuring that assessment data collection is occurring on schedule. Planned assessment data will include: graduate and employer satisfaction surveys, retention and graduation rates and time-to-degree completion, and job placement and career advancement rates. Faculty will also utilize data from exit interviews, alumni surveys, and an industrial advisory committee. Program faculty will review all assessment data on an annual basis to inform ongoing program improvement.

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

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

The proposed online program will benefit from the existing resources between the College of Business and the College of Engineering, as both have several faculty members who currently teach in masters-level online programs. All courses will be delivered through Desire2Learn, an online learning management system. On this platform, students will have access to readings, videos, presentations, assignments, cases, and discussion boards for posting questions and designing interaction between classmates and instructors.

Morris Library provides online access to thousands of journals and e-books. Library materials which are not available online can be requested by all distance learning students via the Interlibrary Loan Service, and materials will be delivered to the student in two days. The library also provides personalized help for distance learning students' library research needs. SIUC provides technical support services through two Helpdesks (SIUonline Helpdesk and SIUC SalukiTech Helpdesk) via toll-free telephone or email. All facilities and resources needed to support this program are in place at this time.

#### Faculty and Staff

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

The proposed program will utilize existing staff and faculty from the Colleges of Business and Engineering. The Business courses will utilize six faculty members to teach the six online courses, including four Department of Management faculty members (two in Operations, one in Information Systems, and one in Organizational Theory), one Department of Marketing faculty member, and one Department of Accountancy faculty member. The Engineering courses will utilize four faculty members from the Technology Department. Faculty teaching in the



proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

### **Fiscal and Personnel Resources**

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

No new state resources will be needed to establish this program. Program costs will be offset by tuition revenues. Both Colleges have sufficient flexibility in their budgets to handle all start-up costs and revenue shortfalls in the first few years of operation.

### **Accreditation and Licensure**

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

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

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

The proposed MSCME does not require specialized accreditation or licensure. However, the business programs at SIUC have been continuously accredited by the Association for Advancement of Collegiate Schools of Business (AACSB) since 1962. A joint program such as the proposed program will be included in the existing scope of AACSB accreditation.

### **Program Information**

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

Information about Southern Illinois University Carbondale's Master of Science in Supply Chain Management and Engineering, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog.

**Staff Conclusion**

The staff concludes that the Master of Science in Supply Chain Management and Engineering proposed by Southern Illinois University-Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

## University of Illinois at Urbana-Champaign

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Dance in the Prairie Region

*Projected Enrollment:* The University of Illinois at Urbana-Champaign has projected enrollments will grow from five students in the first year to 20-25 students in the fifth year.

### Background

The University of Illinois at Urbana-Champaign (the University) requests authority to offer a Bachelor of Arts (BA) in Dance. The program was designed to provide an integrated and individualized approach to undergraduate studies of dance. The BA is designed to be more choice-driven and broader in approach than the degree currently offered, the Bachelor of Fine Arts in Dance. The BA in Dance will serve the student who wants to explore careers related to dance or to create interdisciplinary performance work. Students will study three core areas in Dance – physical practice, creative process, and dance theory. It will be housed in the College of Fine and Applied Arts.

### Institutional Data

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

University of Illinois at Urbana-Champaign is in the competitive enrollment, primarily baccalaureate-granting institution comparison group.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
84.0%	55.0%	54.7%	6 out of 83
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
N/A	24.0	27.0	N/A

The 2012 retention rate for first-time, full-time students at the University of Illinois Urbana-Champaign was 94 percent. The three-year student loan default rate for UIUC was 3.5 percent in 2011, 3.4 percent in 2010 and 2.5 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S.

Department of Education stated that the FY 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.

## **Need**

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

According to the Bureau of Labor Statistics (BLS), Illinois is one of the top seven states that employ choreographers and dancers. BLS projects a six percent growth in the employment of dancers and a 24 percent growth for employment of choreographers between 2012 and 2022. Career choices for graduates of this program may include teaching in private dance studios or other private educational settings, interdisciplinary choreography and performance with not-for-profit companies, and entry level jobs in dance-related fields such as dance criticism, dance somatics, journalism, arts management, and environmental and performance programming for performance centers or museums.

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

The University indicates the proposed program supports goals 1 and 2 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to *increase educational attainment to match the best performing states*. According to the information provided in the application, the vision of the Department of Dance to has been to increase the presence of underrepresented students in the Department, which has been higher than the rate of increase in other programs within the University. The program also supports Goal 2, which is to *ensure college affordability for students, families, and taxpayers*. The program is aligned with the University's strategic plan, which calls for "efficiencies that reduce costs while expanding access and maintaining quality; and opportunities to implement accelerated degree programs and course re-design processes that that maintain and increase quality while reducing costs to colleges and universities and students." To this end, the program promises students will graduate in four years or less, and provides the opportunity for students to earn a dual degree, a minor, or include electives from other fields.

## **Comparable Programs in Illinois**

The University identified five institutions in the state that have dance programs: Columbia College Chicago; Illinois State University; Western Illinois University; Northwestern University; and Millikin University. Many of these programs focus on teaching and the integration of dance in theater. The program at Columbia College is the only directly comparable program offered in Illinois, based on curriculum structure. The proposed program will serve students in central Illinois, where it will be the only program of its type.

## **Mission and Objectives**

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

The proposed BA in Dance is in alignment with the overall mission of the University, which is to enhance, “team work, innovation, entrepreneurial skills, critical thinking and interdisciplinary research.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree program objectives and curriculum.

### **Curriculum and Assessment**

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

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

### **Admission Requirements**

Prospective students must submit an application to the University and audition for the Dance Program. Once students have completed both steps, the Office of Admissions and the Department of Dance make a joint decision regarding the student’s acceptance into the Dance Program. For first-year applicants, the criteria for admission include proof of high school graduation, GPA, SAT/ACT scores, and an essay that speaks to why the prospective student wants to be a dance major. The dance audition follows the University application process. A faculty committee will review each student in technique classes, a performance of a self-choreographed solo, and a personal interview. The faculty committee members rank each student and determine admittance based on talent. All dance majors will take the same core courses in the first two semesters. By the beginning of the sophomore year, those interested in a broader education provided by the BA will submit a proposal that will include the student’s individual plans for interdisciplinary course work.

### **Curriculum**

The curriculum for the proposed BA in Dance, which is in alignment with the standards of the National Association for the Schools of Dance, requires a minimum of 120 credit hours which includes 53 credit hours in Dance Technique/Physical Practice. Students will study three core areas in Dance – physical practice, creative process, and dance theory. Students will identify at least one other key area of interest, such as theater, music, anthropology, business, art and design, environment, film, gender studies, or cultural studies, to deepen their knowledge in this area of study. Focused electives will be a coherent group of classes in a specific subject proposed by the student and approved by a Dance faculty advisor. In addition to theoretical and historical study, students must also engage in physical practice of dance/performance and the creative process of dance making to better understand the field.

## Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. Student success in the program will be measured by the student's ability to: dance with physical, technical and performance skills; utilize knowledge of anatomical and somatic approaches in theory and practice; engage in creative processes and collaborate across domains; produce a creative or written capstone project that reflects synthesis of studies in dance and other fields; employ diverse modes of thinking, both orally and in writing, to communicate ideas relating to dance and other fields; and demonstrate critical self-reflection, curiosity, self-motivation, and entrepreneurial spirit in creative processes and final products. Student performance and course efficacy will be regularly evaluated by individual instructors and is based on student exams, portfolios, performances, and student course evaluations. Students will also propose individual senior capstone activities, all of which will be reviewed and approved by the faculty.

## Program Assessment

Program assessment information will be collected and analyzed on an annual basis and will include current student assessment data, data from focus groups and periodic surveys, graduation rates and time-to-degree, job placement/employment data, and graduate student applications and acceptance rates. All feedback accruing from a departmental assessment committee and the Associate Dean for Academic Programs will culminate into data for ensuring the best outcomes for students and for improving the program. The University Courses and Curriculum Committee will evaluate the effectiveness of the proposed degree program three years after it is established and submit a report to IBHE. The program will also be reviewed externally by the National Association for Schools of Dance during regular reaccreditation 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.*

Facilities, including space, equipment, and instructional materials at the University are sufficient for implementing the proposed Bachelor of Arts in Dance. Classroom space and computer resources are sufficient for the program's needs. They include seven studios, one classroom, one media lab, one physical therapy lab, and performance spaces.

## Library

The main University library, which is the one of the largest in the country, has a special section that is dedicated exclusively to dance. Relevant resources include the *International Encyclopedia of Dance*, the Jerome Robbins Dance Division Moving Image Archive, and the Dance Research Guide. There are also many scholarly articles, journals, dance reviews, and other dance-related instructional materials. Among texts specific to Dance are, among several others, are: Nora Ambrosio's *Learning About Dance*; Sally Baner's *Terpsichore in Sneakers: Post-*

*Modern Dance*; Jim Crace's *Harvest*; Eric Schiffmann's *The Spirit and Practice of Moving Into Stillness*; and many others.

#### Technology and Instructional Resources

The program is equipped with the Dance Rehearsal Krannert, which is described as “a flexible theater” with adequate technology, lighting, and sound equipment. There is also a main dance studio that is equipped with a high-bandwidth network for collaborative performances. The new program will not require any facility expansion or additional equipment.

#### 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.*

Fifteen professors, together with evidence of their scholarly achievements, are listed as faculty for the proposed program. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

#### Fiscal and Personnel Resources

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

No new state resources will be needed to establish the Bachelor of Arts in Dance. The existing faculty, facilities, and financial resources will be sufficient for running the program.

#### Accreditation and Licensure

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

The National Association for Schools of Dance (NASD), which accredits the existing BFA in Dance, has approved the proposed BA curriculum as adhering to NASD standards. Final approval will be granted once the curriculum has been in place for four years.

### **Program Information**

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

Information about the University of Illinois at Urbana-Champaign's Bachelor of Arts in Dance, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog.

### **Staff Conclusion**

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