

APPROVED
JUNE 2, 2015

Item #IV-9
June 2, 2015

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

Submitted for: Action.

Summary: This item requests approval of two degree programs and one administrative unit at two public universities.

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

Southern Illinois University Carbondale

- Department of Population Health Science in the Central Region

Southern Illinois University Edwardsville

- Master of Arts and Master of Science of Integrative Studies in the Southwestern Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, 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

Southern Illinois University Carbondale

- Department of Population Health Science

Southern Illinois University Carbondale requests approval to establish a Department of Population Health Science within the Southern Illinois University School of Medicine at the School of Medicine in Springfield in the Central region. The Department of Population Health Science is designed to coordinate existing faculty and staff at the School of Medicine currently developing education, research, and service programs associated with population health; add additional resources to expand these programs; and coordinate with other faculty and programs at SIUC and other institutions committed to advancing the study of population health issues in central and southern Illinois. Faculty and staff in the new Department will assess and analyze health disparities and develop solutions in service to the people of central and southern Illinois. No new State or University funds are requested in this proposal. Funding, staffing, space, and equipment for the Department will come from Southern Illinois University School of Medicine institutional operating funds derived from overhead on grants and contracts and patient revenue. In addition, allocations from the Simmons Cancer Institute and the School's Illinois Health Improvement Association endowment will be used. Operating costs of the Department of Population Health Science will also be funded from new research and service grants.

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

Southern Illinois University Edwardsville

- Master of Arts and Master of Science of Integrative Studies in the Southwestern Region

Southern Illinois University Edwardsville requests authority to offer a Master of Arts and Master of Science of Integrative Studies in the Southwestern Region. The proposed program was designed to provide opportunities for traditional and returning adult learners to obtain an advanced educational credential that meets their specific career goals, particularly in emerging career fields that cross academic boundaries. Working with faculty mentors from multiple disciplines, students will design individual academic plans that will help them obtain the knowledge and skills to meet their personal and professional goals. The curriculum for the proposed program will require 37 credit hours comprised of a minimum of 30 credit hours in two or more disciplines and seven credit hours related to the development and completion of a culminating project. 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Department of Population Health Science 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 Southern Illinois University Edwardsville authorization to establish the Master of Arts and Master of Science of Integrative Studies in the Southwestern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Southern Illinois University Carbondale

Proposed Center Title in Region of Authorization: Department of Population Health Science in the Central Region

Projected Enrollments and Degrees: This proposal is for the approval of an academic department to focus its academic and service activities on the spectrum of health and health care disparities characteristic of the population of central and southern Illinois. The Department of Population Health Science (DPHS) will be an academic department equivalent in standing to all other clinical and basic science departments in the School of Medicine and will be an approved basic science tenure unit for faculty promotion and tenure consideration. The DPHS will be integrated within the academic program of the SIU School of Medicine and will further the School's mission to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research, and service to the community.

Background

Southern Illinois University Carbondale (SIUC or the University) requests approval to establish a Department of Population Health Science within the Southern Illinois University School of Medicine (SIU School of Medicine) located in Springfield, Illinois. The DPHS is designed to coordinate existing faculty and staff at SIU School of Medicine currently developing education, research, and service programs associated with population health; add additional resources to expand these programs; and coordinate with other faculty and programs at SIUC and other institutions committed to advancing the study of population health issues in central and southern Illinois. Faculty and staff in the DPHS will assess and analyze health disparities and develop solutions in service to the people of central and southern Illinois.

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.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

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 purpose of the Department of Population Health Science is to address important regional needs for a high quality department to advance the study of population health issues in a rural, medically underserved, region. Health resources and structural disparities in rural areas include higher rates of chronic disease, reduced availability and access to health care providers, less effective emergency medical services, decreased access to medical technologies, less preventative care and fewer wellness resources, and health care delivery systems that are stressed both financially and operationally. Generally, rural populations have a greater prevalence of arthritis, asthma, heart disease, diabetes, hypertension, and mental disorders while also faced with an inadequate supply of physicians and other providers. While much is known about general issues confronting populations in rural, underserved areas, the particular health issues and determinants at work in central and southern Illinois are less well understood. The DPHS will fill a critical void in the medical school's ability to study, understand, teach, and improve health and health care for people in the central and southern region.

The Illinois Public Agenda for College and Career Success

The health disparities present in the central and southern Illinois region are analogous to the economic and educational disparities discussed in the *Illinois Public Agenda*. This parallels health care policy in Illinois which seeks to lessen health disparities between rural and underserved areas in comparison to urban locations. DPHS faculty and staff will be uniquely positioned to identify and address health disparities in central and southern Illinois, thus improving the health of the region and eliminating poor health as a barrier to educational attainment and economic development.

Comparable Institutes and Centers in Illinois

Academic departments similar to the proposed Department of Population Health Science exist throughout the country. In Illinois, several Chicago-based medical schools include similar units, though none focus on the specific health and health care issues that affect the small urban and rural populations of central and southern Illinois. The medical schools within the state with a unit for population health science or health studies include the University of Chicago, Northwestern University, the University of Illinois at Chicago, and Rush University.

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 Department of Population Health Science supports priorities of the University and the School of Medicine. Southern Illinois University Carbondale's Strategic Plan calls for "research, scholarship and creative activity," with the goals of enhancing benefits to communities and learning opportunities for students. The DPHS's research program will benefit the region as its results increase understanding of the health risks and disparities faced by those living in rural and underserved areas of downstate Illinois. Further, the DPHS will provide research opportunities to medical students, resident physicians, and graduate students and will enhance collaboration among university faculty. These efforts will generate grant funding and sustain the University's outreach and service mission, both of which meet University strategic objectives. The DPHS also advances the School of Medicine's mission "to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research and service to the community." Medical students, resident physicians, and graduate students will

benefit from strengthened course content in the medical education curriculum and research and service-learning opportunities associated with the program. Practicing physicians and other health professionals will also benefit from new continuing medical education programs associated with community health. The four main objectives of DPHS include medical education, basic and applied research, patient care, and service to the community.

Assessment of Outcomes

As with other SIU School of Medicine programs, the Department of Population Health Science will be reviewed in the University's formal program review process. The DPHS will be continuously assessed in both the Medical School's strategic management processes and in the operational and oversight processes established by the medical school. Performance metrics for medical education, research, patient care, and service to the community will be monitored as a means to track and assess the department's outcomes.

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 Department of Population Health Science will be housed entirely within the SIU School of Medicine in Springfield, Illinois, and staffed by its employees and faculty.

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 Department of Population Health Science will be led by a department chair. The chair will report to the Dean and Provost of the SIU School of Medicine. The Dean and Provost will report to the SIUC Chancellor who reports to the SIU President. There will be dedicated faculty and staff as well faculty cross-appointed from other academic departments of the School of Medicine. These faculty members will teach in their departments' educational programs, including those for medical students and clinical residents. The faculty members will continue their research and scholarship activities with colleagues in their departments.

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.

Funding, staffing, space, and equipment for the DPHS will come from SIU School of Medicine institutional operating funds derived from overhead on grants and contracts and patient revenue. In addition, allocations from the Simmons Cancer Institute and the School's Illinois Health Improvement Association endowment will support the Department. No new state or University funds are requested in this proposal. Operating costs of the Department of Population Health Science will be funded from new research and service grants and by reallocations of the above-noted existing funds from the medical school.

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): Additional 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 University is regionally accredited by the Higher Learning Commission and the SIU School of Medicine is accredited by the Liaison Committee on Medical 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 Department of Population Health Science including a description of the mission and objectives; structure and leadership; and patient care, research, and community outreach activities, will be available on the SIU School of Medicine website.

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

Southern Illinois University Edwardsville

Proposed Program Title in the Region of Authorization: Master of Arts and Master of Science of Integrative Studies in the Southwestern Region

Projected Enrollment: Southern Illinois University Edwardsville has projected enrollment will grow from 15 students in the first year to 45 students in the fifth year. The University projects 22 degrees will be awarded in the fifth year.

Background

Southern Illinois University Edwardsville (the University or SIUE) requests authority to offer a Master of Arts (MA) and Master of Science (MS) of Integrative Studies. The proposal aligns with the commitment of the University to support industry needs by contributing to a workforce prepared with advanced skills and knowledge beyond the baccalaureate level. The program is designed to respond to developing research, technologies, and innovations that are creating new career opportunities for individuals trained in multiple disciplines. The Master of Integrative Studies will allow students to access expertise from multiple areas and integrate them into a degree that helps them advance in emerging career fields, start their own businesses, or pursue further graduate study.

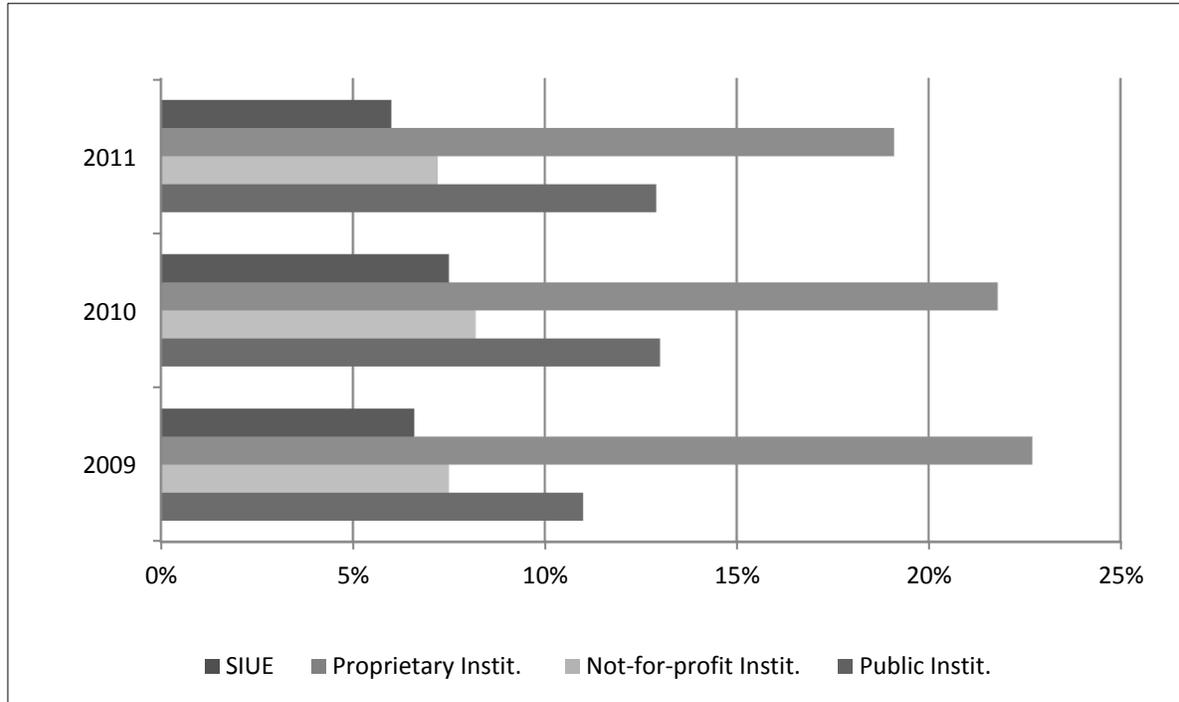
This request is grounded in previous work on the part of the University to develop integrated graduate programs. Two examples of emerging careers fields addressed by interdisciplinary graduate studies at SIUE are the Masters degrees in Healthcare Informatics and Environmental Sciences. In addition, the Master of Integrative Studies is intended to provide avenue pathway for students who have earned an interdisciplinary undergraduate degree to seek an advanced degree specifically aligned to their undergraduate programs. SIUE received IBHE approval for the Bachelor of Arts and Bachelor of Science of Integrative Studies in 2014.

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), US Department of Education
 Note: Southern Illinois University Edwardsville is a Public Institution.
 A lower number is a positive indicator.

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 3-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 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.

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 Integrative Studies degree provides students with the opportunity to pursue a range of careers, which include a variety of employment projections and salary information. Based on a review of regional needs and alumni employment, the following are examples of interdisciplinary study pathways at the graduate level that lead to emerging careers. With SIUE alumni employed

at regional biotechnology industry leaders, such as Archer Daniels Midland headquartered in Decatur, Illinois, and Monsanto in St. Louis, Missouri, a potential interdisciplinary area of study for program students is biophysics. The Bureau of Labor Statistics (BLS) projects a growth of 19 percent in biophysics jobs over the next ten years. The growth of robotics companies and robotics automated manufacturing in Illinois and the St. Louis region is creating the need for advanced skills in the area of robotics design and programming and creating another potential area of study. The recent awarding of a cyber-security squadron to Scott Air Force Base, located just to the south of SIUE, is expected to bring 320 jobs to the area. This will add to the region's need for professionals prepared in advanced cyber-security training. Cyber-security is another possible career field for program students that integrates the disciplines of computer science, information systems, and organizational psychology. The BLS projects a growth of 37 percent in jobs for information security analysts over the next ten years. Due to the integrative nature of the proposed program and the opportunity to combine focus areas of study, the Master of Integrative Studies will produce graduates who are broadly trained and can meet the employment needs of many of these emerging industries.

The Illinois Public Agenda for College and Career Success

The University indicates the proposed program advances all the goals of the *Illinois Public Agenda for College and Career Success*. The program will support Goals 1 and 2, Increasing Educational Attainment and Ensuring College Affordability, by providing a master's degree that is highly responsive to the career needs of adult learners at an affordable tuition rate. In addition, this program will support Goal 3, which is to Address Workforce Needs by increasing the number of high-quality post-secondary credentials aligned with employer needs. The flexibility of this program will allow an increase of qualified candidates in the areas where there are growing job opportunities due to rapidly changing advances in technology and information. The program addresses Goal 4 to Enhance Economic Growth through the integration of educational, research, and innovation assets. The proposed program aligns with a specific proposal in the *Public Agenda* which is to create "programs that are interdisciplinary in character, strongly emphasize effective communication and problem solving, and provide an understanding of entrepreneurial skills and technical innovation."

Comparable Programs in Illinois

The University identified public and private institutions in Illinois and out of state with similar graduate programs as part of the process of developing the proposed Master of Integrative Studies. None are offered in the St. Louis metropolitan region. SIUE's program length, 37 credit hours, is in line with current programs and similarly offers both thesis and non-thesis options.

Mission and Objectives

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

SIUE is dedicated to communicating, expanding and integrating knowledge enriched by diverse ideas and a comprehensive and unique array of undergraduate and graduate programs developing professionals, scholars, and leaders who shape a changing world. The program objectives of the Integrative Studies graduate degrees 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

Students will be expected to meet all requirements for admission to the Graduate School. Specifically, applicants must have obtained a baccalaureate degree from an accredited institution approved by SIUE and achieved a minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale. An applicant with an undergraduate GPA between 2.5 and 3.0 may be considered if the baccalaureate degree was earned more than four years prior to the application submission and the applicant provides written explanations of their undergraduate performance and why they will be successful in the Integrative Studies degree. Applicants with previous graduate-level work must have a minimum cumulative GPA of 3.0 in the graduate coursework.

Candidates may also need additional admissions materials stipulated by the participating departments such as a statement of intent outlining their preparation and experience leading to the undertaking of this program and describing their academic and career goals, a writing sample, and three letters of recommendation. Finally, candidates who choose to create an individualized curriculum must do so in consultation with graduate faculty in at least two departments prior to approval of the individualized curriculum. Candidates will have a faculty member who will serve as a graduate mentor throughout the course of the program.

Curriculum

The curriculum for the proposed program requires a minimum of 37 credit hours. Students will typically take 30 credit hours of coursework in two of the participating departments according to program requirements. These 30 credit hours must be split equally (i.e., 15 hours and 15 hours) or 40:60 (i.e., 12 hours and 18 hours). Of the minimum required credits, students may take up to three credit hours of independent study hosted through one of the participating departments and up to three credit hours of electives from other departments determined in consultation with their graduate mentor. A third department may be incorporated into the program with an additional nine credits of coursework from that department.

Students must also complete seven credit hours related to a comprehensive project. Students selecting the thesis option will complete one credit hour of proposal development and six credit hours of research. Students selecting the non-thesis option will complete one credit hour of proposal development and six credit hours of final project work. The Master of Integrative Studies will draw from existing courses with the exception of the three following courses created for the required culminating project: Proposal Development, Research, and, Final Project.

Assessment of Student Learning

Graduates of the Master of Integrative Studies program should be able to display proficiency in the following areas: breadth and depth of knowledge and connectedness of disciplines within the context of interdisciplinary learning; effective communication of interdisciplinary program knowledge; the ability to think analytically; and knowledge of best practices, values, and ethics within the selected disciplines. Student learning in the program will be assessed through a variety of measures including, but not limited to: analytical papers and projects, successful completion of a course on proposal development, oral presentations, and the completion and defense of a thesis or final project integrating those focus areas in the student's individualized plan of study.

Program Assessment

The program assessment plan will be aligned with the University's current student learning assessment, administrative assessment, and program review processes. The Director of Graduate Education will call an annual meeting of participating graduate faculty of departments that have students enrolled in, or recently graduated from, the Masters of Integrative Studies to conduct analyses of all collected assessment data. Specific components of the curriculum that address any learning outcomes that do not achieve an acceptable level of performance will be modified. In addition, the Graduate Committee on Assessment will review and comment on assessment plans and proposed modifications to the program based on assessment results.

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

The program will be housed in the Graduate School which oversees Graduate Programs as well as the Office of Research and Projects. The Director of Graduate Education, who reports to the Associate Dean of the Graduate School, will provide day-to-day administration of the program. The proposed program will make use of existing academic and administrative resources at the University. The Master of Integrative Studies will draw from existing courses with the exception of the three following courses created for the required culminating project: Proposal Development, Research, and, Final Project.

Classroom, technology, and library resources are sufficient for the program's needs. Library resources are also already in place since the academic content courses in this program already exist and are supported. Students will have access to the online learning platform, Blackboard, to supplement learning resources and to assist with course management. Blackboard resources are already in place and capable of providing the required support.

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.

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 MA and MS of Integrative Studies.

Accreditation and Licensure

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

Neither specialized accreditation nor licensure of program graduates is required.

Program Information

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

Information about the MA and MS of Integrative Studies program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as

well as University policies will be available on the University's website and in the graduate catalog.

Staff Conclusion

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

