

**APPROVED
DECEMBER 12, 2017**

Item #IV-6
December 12, 2017

**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:

Eastern Illinois University

- Bachelor of Science in Neuroscience in the Prairie Region

University of Illinois at Springfield

- Master of Athletic Training in the Central Region

University of Illinois at Urbana-Champaign

- Bachelor of Musical Arts, Lyric Theatre 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 (IBHE) 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

Eastern Illinois University

- Bachelor of Science in Neuroscience in the Prairie Region

Eastern Illinois University requests authorization to offer a Bachelor of Science in Neuroscience in the Prairie region. The proposed 120 semester hour program focuses on the study of the nervous system at different levels of interest – from molecules to cells, networks, the brain, and entire body – and through the perspective of different disciplines. The emphasis is on the organization, development, and function of the nervous system and how this relates to behavior and cognition, and disorders of the same. 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 program.

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

University of Illinois at Springfield

- Master of Athletic Training in the Central Region

The University of Illinois at Springfield requests authorization to offer a Master of Athletic Training in the Central Region. This degree was developed to prepare its students to become proficient in the professional-level Commission on Accreditation of Athletic Training Education (CAATE) educational competencies and clinical proficiencies as evidenced by successful completion of the Board of Certification examination and to develop ability to communicate with other allied health professionals as evidenced by frequent interaction with certified athletic trainers,

coaches, fitness workers, and recreation workers. The program is designed for students who have already completed a bachelor's degree from a regionally accredited college or university. A baccalaureate program was approved by the Illinois Board of Higher Education in September 2016. However, due to recent decisions by CAATE, the baccalaureate program was not eligible for accreditation and was eliminated before enrolling students. The Master of Athletic Training Program will be administered in the Department of Allied Health, which also includes baccalaureate programs in Clinical Laboratory Sciences and Exercise Science. The University has sufficient library, technology, staff, and financial resources to support the program.

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

University of Illinois at Urbana-Champaign

- Bachelor of Musical Arts, Lyric Theatre in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Bachelor of Musical Arts, Lyric Theatre in the Prairie region. The Bachelor of Musical Arts, Lyric Theatre (BMA) is a 120 credit hour interdisciplinary music degree in the College of Fine and Applied Arts. The curriculum provides comprehensive music training along with coursework in acting, dance, and alternative musical processes. Students will elect to specialize in either the Performance Concentration to prepare as singers, actors, and dancers or the Creative Concentration for work as directors, choreographers, composers, conductors, and set designers. The BMA will position graduates to pursue multi-disciplinary careers in the music industry or enter graduate programs. 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 to support the proposed program.

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 Eastern Illinois University authorization to establish the Bachelor of Science in Neuroscience in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois at Springfield authorization to establish a Master of Athletic Training in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Bachelor of Musical Arts, Lyric Theatre 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.

Eastern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Science in Neuroscience in the Prairie Region.

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from 10 students in the first year to 100 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Background

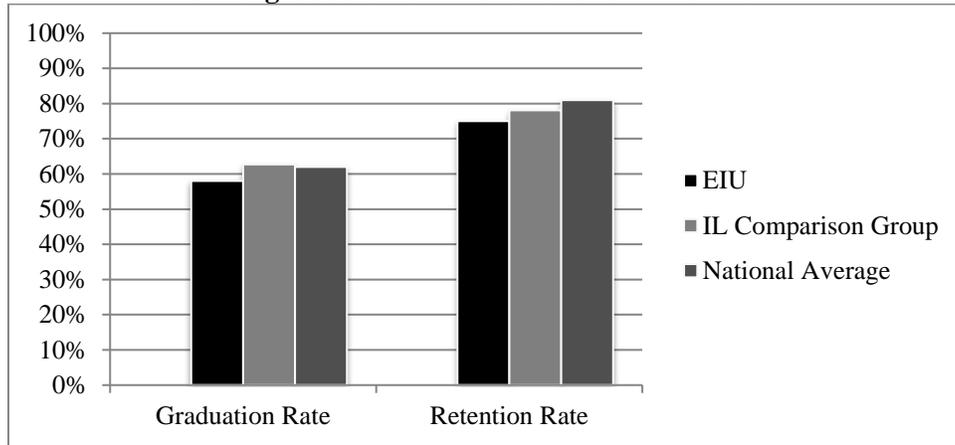
Eastern Illinois University (EIU or the University) requests authorization to offer a Bachelor of Science (B.S.) in Neuroscience. This program will provide students with comprehensive foundational knowledge in neuroscience and behavioral neuroscience, while exposing them to hands-on research experience and nurturing the development of analytical, critical thinking, and communication skills. The program will build upon current offerings in the Psychology and Biological Science departments.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics, U.S. Department of Education
Note: Eastern Illinois University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

EIU’s 2014-2015 graduation rate was 58 percent. The national 2014 average graduation rate for public four-year institutions was 62 percent and the average among comparable Illinois institutions was 62.7 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

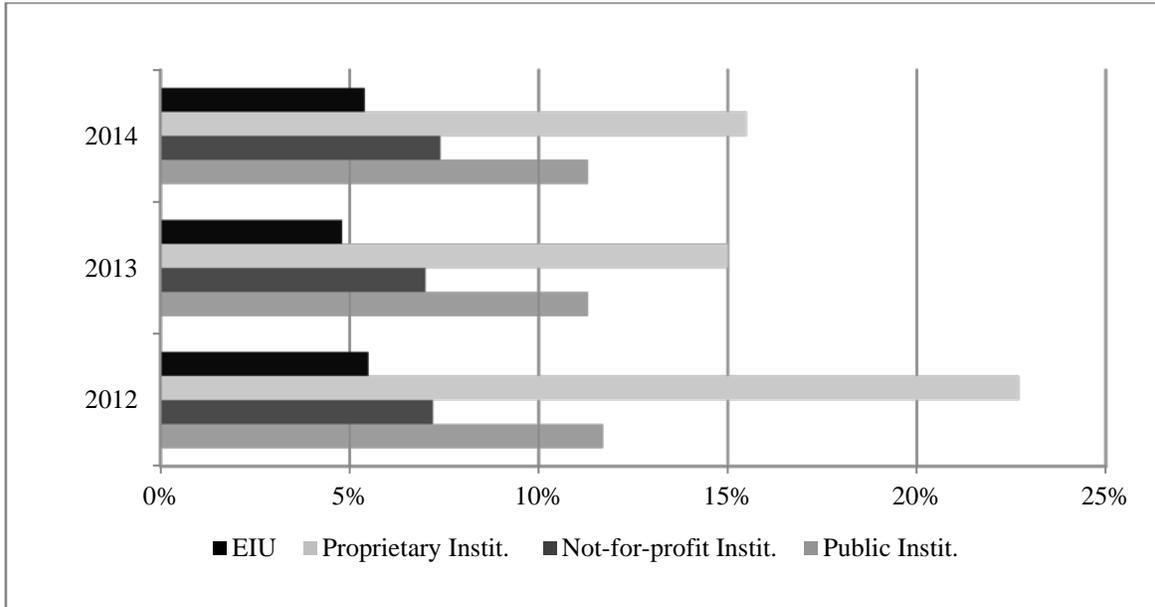
Undergraduate Retention Rate

EIU’s 2014-2015 retention rate was 75 percent. The national average retention rate for public four-year institutions in 2014 was 81 percent and the average for comparable Illinois institutions was 78.1 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

EIU’s 2014-2015 completions per 100 full-time equivalent (FTE) rate was 27. The average among comparable Illinois institutions was 24.6. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



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

Note: Eastern Illinois University is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for EIU was 5.4 percent in 2014, 4.8 percent in 2013, and 5.5 percent in 2012. 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 Program or William D. Ford Federal 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

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

Because of the variety of professional applications, an undergraduate degree in neuroscience prepares students for many career options, including biomedical research, lab technician, pharmaceutical sales, healthcare administration, special education, and public service, as well as for advanced graduate and professional education in medicine, clinical psychology, neuropsychology, neuroscience, the cognitive sciences (including cognitive psychology), occupational and physical therapy, neural engineering, forensic science, and audiology. According to the U.S. Bureau of Labor Statistics, many of these occupations (e.g., medical and clinical

laboratory technologists and technicians) are projected to grow 16 percent from 2014 to 2024, much faster than average for this period. Despite this projected growth there are only a few undergraduate programs in neuroscience in Illinois (all located in the northern part of the state), according to the Illinois Board of Higher Education program inventory. For this reason, the neuroscience major at EIU will supply graduates with growing employment and educational opportunities at the state, regional, and national level.

The Illinois Public Agenda for College and Career Success

The program will contribute to Goal 2, which is to increase affordability for students because all but one of the institutions offering a BS in Neuroscience in Illinois are private. EIU is an affordable university that will attract students who decide to pursue a career in neuroscience but who cannot pay for a degree from a private institution or who cannot afford out-of-state tuition and expenses. Furthermore, the program will meet Goal 3, which is to prepare high-quality graduates who will meet the demands of a job market that is projected to increase in size in the foreseeable future throughout the country. According to the U.S. Bureau of Labor Statistics, many of the occupations related to the neuroscience degree (e.g., medical and clinical laboratory technologists and technicians) are projected to grow 16 percent from 2014 to 2024, much faster than average for this period.

Comparable Programs in Illinois

Only one Illinois public institution, University of Illinois at Chicago, offers an undergraduate degree in neuroscience. This proposed program would meet a need that is not currently being met by other public institutions in 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 proposed program is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. 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

There are no special admission requirements for the Bachelor of Science in Neuroscience beyond those required for admission to EIU. Applicants are considered on the basis of class rank, GPA, and ACT/SAT test scores. Admission for transfer students is the same for all transfer students to the University. To qualify for admission as a transfer student, an applicant must have earned a cumulative GPA of at least 2.00 on a 4.00 grading scale based on all college-level work attempted, and a cumulative GPA of at least 2.00 on a 4.00 scale from the last institution attended.

Curriculum

The proposed 120 semester hour program focuses on the study of the nervous system at different levels of interest, from molecules to cells, networks, the brain and entire body, and through the perspective of different disciplines. The emphasis is on the organization, development, and function of the nervous system, and how this relates to behavior and cognition, and disorders of the same. The neuroscience major is built on the existing neuroscience minor program. The minor has seen growing enrollment in the past few years (39 students enrolled in spring 2017 compared to 19 students four years before), which signals an interest in neuroscience on behalf of the students already attending EIU. The neuroscience major will be offered by the Psychology Department, in collaboration with the Biological Sciences Department. Most of the courses taught, the faculty, the spaces, the research opportunities, and other resources involved in the program will be shared by these two departments. This program includes coursework already available in both face-to-face and online formats.

Assessment of Student Learning

The systematic assessment of the student learning objectives will occur at different points throughout the program. First, faculty members responsible for instructional activities in the neuroscience program will conduct in-course assessments every semester. Specifically, student performance in each of the “core” courses in the program will provide an initial assessment of student learning relative to specific course objectives. Second, students are required to complete an undergraduate research experience which will require at least one semester of one-on-one interaction with a faculty mentor who will evaluate the student’s scientific reasoning and communication skills. Each academic year, the Assessment Committee will generate a report based on information gathered from surveys administered to students that analyzes and presents data on student performance relative to program learning objectives. This report will include the committee’s observations, based on an analysis of student data, on successes in students meeting learning objectives as well as suggestions for changes and improvements needed in the future. This report will be distributed and reviewed by the faculty responsible for instructional activities in the program. Discussion of this report and any proposed changes to improve student learning gathered from various assessment strategies will be discussed at department meetings. Finally, EIU requires the assessment report to be submitted internally to the Center for Academic Support and Assessment for their review and feedback. As such, EIU has an additional institutional mechanism in place to ensure that assessment results are used to improve student learning.

Program Assessment

In addition to faculty review of the student learning assessment reports, the neuroscience major will use multiple measures to assess the effectiveness of the program. These measures will include: a faculty self-study; surveys from key stakeholders; a cost-effectiveness review; review of faculty-student collaboration; review of retention, graduation, and pass rates, and assessment job placement rates. Program evaluation will take place in the third, fifth, and eighth year of operation.

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 classroom space and library holdings at EIU are sufficient to support the proposed program for both online and onsite coursework. Sufficient technology supports are in place to support both faculty and students in the online portion of the program.

Faculty and Staff

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

Existing faculty and staff will support 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. 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.

The Bachelor of Science in Neuroscience will be self-supported through tuition and fees.

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.

Programmatic accreditation is not required.

Program Information

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

Information about EIU's Bachelor of Science in Neuroscience, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University policies will be published in the University's catalog.

Staff Conclusion

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

University of Illinois at Springfield

Proposed Program Title in the Region of Authorization: Master of Athletic Training in the Central Region

Projected Enrollments and Degrees: The University of Illinois at Springfield has indicated that enrollment in the proposed Master of Athletic Training is projected to grow from six students in the first year to approximately 36 students in the fifth year. The University projects that 20 degrees will be awarded in the fifth year.

Background

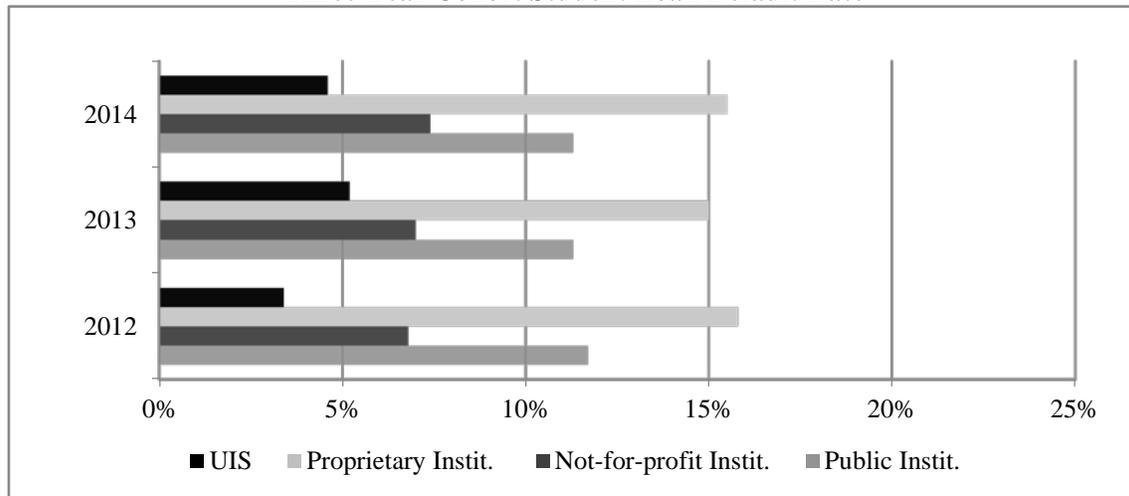
The University of Illinois at Springfield (UIS or University) requests authority to offer a new Master of Athletic Training (ATH). This degree was developed to prepare its students to become proficient in the professional-level Commission on Accreditation of Athletic Training Education (CAATE) educational competencies and clinical proficiencies as evidenced by successful completion of the Board of Certification examination and to develop ability to communicate with other allied health professionals as evidenced by frequent interaction with certified athletic trainers, coaches, fitness workers, and recreation workers. A baccalaureate program was approved by the Illinois Board of Higher Education in September 2016. However, due to recent decisions by CAATE, the baccalaureate program was not eligible for accreditation and was eliminated before enrolling students. The ATH Program will be administered in the Department of Allied Health, which also includes baccalaureate programs in Clinical Laboratory Sciences and Exercise Science.

Institutional Data

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

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

Three Year Cohort Student Loan Default Rate



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

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

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for UIS was 4.6 percent in 2014, 5.2 percent in 2013 and 3.4 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

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

According to the Bureau of Labor Statistics (BLS), the occupations labeled Athletic Trainers and Exercise Physiologists are expected to grow by 21 percent for the ten year period of 2014 to 2024. It is projected that there will be 11,100 job openings in the profession during this same period of time. In addition, the BLS indicates that Illinois has one of the top five highest employment rates among the states in this occupation, with 1,270 people employed in the field as of May 2015. According to the local Chamber of Commerce, healthcare has surpassed state government as the top employer in Sangamon County. More than 1.6 million people throughout 40 counties are served by the Mid-Illinois Medical District's partner institutions each year, and the proximity of healthcare, education, and support facilities is attracting other healthcare and related businesses to the Springfield area. The Southern Illinois University School of Medicine, the

hospitals, and medical clinics are attracting more than \$35 million in research and hundreds of active research projects to the Springfield area.

The Illinois Public Agenda for College and Career Success

The proposed ATH was developed in light of the strategic plan of UIS, the goals of the *Illinois Public Agenda for College and Career Success*, and the State's completion agenda to substantially increase the number of postsecondary credential holders by 2025. This proposal is part of a larger effort by the University to increase access to public education, with a focus on areas of economic development for the state of Illinois. The University's strategic plan meshes with state strategic goals for education. The goals for expansion at UIS support both the completion agenda goal of increasing postsecondary credential holders, and *Public Agenda* Goal 1, *Increase educational attainment to match the best-performing states*, and Goal 2, which requires colleges and universities to *ensure affordability for students, families, and taxpayers*. The UIS Office of Admissions is actively engaged in a number of recruitment activities and partnerships to increase the number of under-represented students to campus. Under-represented categories include racial, ethnic, low-income, first generation, students with disabilities, and students from rural areas from Illinois counties designated as low-sending counties. Because UIS is a public university with a liberal arts focus, it provides affordable education to the citizens of Illinois.

As national attention is focusing on health and fitness as a preventive measure to reduce illness, wellness programs offered by healthcare insurance providers are offering their members memberships to health and fitness centers. These centers are hiring additional athletic trainers to service their expansion. This expansion into healthcare is also generating growth in other career opportunities for students entering athletic training programs. With the healthcare industries in close proximity to the campus, UIS offers a unique opportunity to meet the rising demand for athletic trainers.

Comparable Programs in Illinois

There are currently about 12 Illinois colleges and universities offering athletic training programs that are CAATE accredited. Eleven of these schools offer a baccalaureate degree in athletic training and two offer the program at the master's level. UIS is well-positioned, through this proposed program, to address changes in CAATE accreditation requirements for graduate-level competencies. In addition, UIS is strategically situated to provide access to clinical experiences, through area employers as well as its growing athletic program. Graduates are expected to have numerous employment opportunities due to job projections within the Springfield and St. Louis metropolitan areas. When considering the BLS ten-year growth projection of 21 percent and that Illinois has been identified as a leading state for employing athletic trainers, it is reasonable to anticipate that job demand will outpace the available supply.

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 Athletic Training program is consistent with the UIS Mission and with college-level strategic plans. The mission of the degree is consistent with and supports the educational mission of the University.

Curriculum and Assessment

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

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

Admission Requirements

Applicants to the ATH Program must apply and be admitted for graduate study at UIS in order to be considered for admission to the program. Applicants to the ATH Program must submit proof of prerequisites in addition to the UIS graduate application materials. Admission materials for the program will be collected using the Athletic Training Centralized Application System (ATCAS). This system is utilized by several graduate athletic training programs and allows applicants to enter information into a centralized system which can then be submitted to multiple institutions. Given the medical nature of athletic training, the enrollment in the ATH Program is limited. Once an applicant's file is complete, the applicant will be considered and admitted on a rolling basis until the ATH Program is at capacity for the clinical education limits. An applicant's file is considered complete (and eligible for review) once the applicant has a completed graduate application on file and all required application material has been submitted and verified by ATCAS. Cohort sizes are limited based on the number of clinical placement sites and preceptors available for the program each year.

Curriculum

The ATH Program is designed for students who have already completed a bachelor's degree from a regionally accredited college or university. Accreditation requirements regarding competency verification limit the feasibility of transferring between athletic training programs, therefore a student wishing to transfer into the program will be entering the program as a new student. In order to graduate with a Master of Athletic Training degree, all students are required to complete a minimum of 64 credit hours, have at least a 3.0 cumulative GPA, demonstrate competency in all the curricular content outlined by CAATE, and complete a comprehensive exam.

UIS anticipates that the ATH Program will be accredited by CAATE and will prepare students to enter the athletic training profession as certified athletic trainers. The program will include classroom instruction, laboratory instruction, and clinical field experiences designed to provide didactic and clinical knowledge and skills relating to the prevention, treatment, rehabilitation, and protection of injuries sustained through healthy physical activities. Upon completion of the ATH program, students will be eligible to apply for the Board of Certification national examination to become certified athletic trainers. The program objectives emphasize athletic training competencies, communication, critical thinking skills, evidence-based and patient-centered clinical practice, professionalism, and an interdisciplinary approach to patient care. These objectives will be accomplished through classroom instructions, laboratory instructions, and clinical experiences with professional clinical partners. Clinical experiences will occur in various

settings such as high schools, colleges and universities, professional sport venues, sports medicine clinics, corporations and industrial settings, fitness facilities, and other nontraditional settings.

Assessment of Student Learning Outcomes

Outcomes for the program are aligned with the specialized accreditation requirements. The Athletic Training faculty will gather student data to ensure student attainment of professional competencies. The program will use a competency-based medical education model drawing from the Institute of Medicine and Accreditation Council for Graduate Medical Education Core Competencies. Utilizing these core competencies will align the program with the future direction of athletic training and other healthcare providers (physical therapy, occupational therapy, pharmacy, and master's essential nursing) which currently require these competencies. A comprehensive examination is given to the students during the graduate seminar course. The exam is designed to mimic the national certification exam. Assessment results will be addressed at regularly scheduled meetings of the program advisory committee.

Program Assessment

The ATH program will be evaluated using the existing program review process at UIS. Currently, that process requires that programs are reviewed every eight years, but in this case, the first review will occur at the end of the third year, as designated by IBHE for new programs or units. The current UIS program review process involves a one-year self-study that takes place in the seventh year, as well as a mid-cycle Assessment Progress Report in the third year of regular review cycles. Incorporated into the UIS program review process are instructional resource metrics for productivity, results of student learning assessment, employer surveys, student feedback, pass rates on capstone and certification exams, retention rates, and job placement rates.

In addition to the formal institutional program review process, the program's advisory committee will meet regularly to discuss information to support ongoing program improvement. This committee includes ATH Program faculty, a representative from the UIS Athletic Training Athletics Department staff, a representative from Exercise Science Program faculty, a public member, representatives of the community employers, and the medical director of the program (a community professional). The committee's work will focus on evidence from a variety of sources including comprehensive exam scores, certification scores, employer surveys, graduate surveys (at one-year post-graduation), retention data, and other data determined to be pertinent to the review by the committee.

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.

Current laboratory space will be remodeled to manage the physical training requirements of the ATH Program. The University's Brookens Library provides access to a collection of over 700,000 books and serials, including over 205,000 eBooks and eJournals. The library also has

access to over 150 databases containing journal articles and other research materials. The library maintains more than 30 biomedical journals, 23 journals related to Laboratory and Clinical Studies, four journals related to athletics, and 418 medical journals. Also, Brookens Library participates in an Interlibrary loan program which provides access to articles and books from libraries worldwide. The University will add two database subscriptions to support the new program: the Cumulative Index to Nursing and Allied Health (CINAHL) and SPORTDiscus. CINAHL is the definitive comprehensive database and research tool for nursing and allied health professionals. SPORTDiscus is a comprehensive bibliographic database that covers key areas of sports medicine and related fields. The existing facilities are adequate to support the program when fully implemented. However, renovations of some existing space are planned to create a laboratory and two dedicated classrooms.

Faculty and Staff

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

The ATH program has hired a program director and plans to hire two additional faculty. The University has identified institutional policies that ensure faculty hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. 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.

The University has dedicated resources to the Department of Allied Health to support the program. The program has hired a program director and will hire two additional tenure-track faculty members, one of whom will serve as a clinical coordinator for the new Athletic Training program. Three faculty members are required by the accreditation standards outlined by the Commission on the Accreditation of Athletic Training Education (CAATE). Funding for these positions is anticipated from internal sources and ongoing support of the program from student tuition.

Accreditation and Licensure

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

The ATH program will seek the Commission on Accreditation of Athletic Training Education accreditation. The Illinois Department of Financial and Professional Regulations (IDFPR) is responsible for assuring that athletic trainers are registered to practice in the State of Illinois. IDFPR accepts the certification by the National Athletic Training Association Board of Certification. No additional examinations are 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 proposed program, including a detailed description of the curriculum, admission requirements, tuition and fees, will be published on the University's website. Comparable information about the program will be published in the University's Catalog.

Staff Conclusion

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

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Bachelor of Musical Arts, Lyric Theatre in the Prairie Region

Projected Enrollments and Degrees: The University of Illinois at Urbana-Champaign projects the program will increase from approximately 15 students in the first year to a maximum enrollment of 60 students annually in the fifth year. The University projects 15 degrees will be awarded annually beginning in the fourth year.

Background

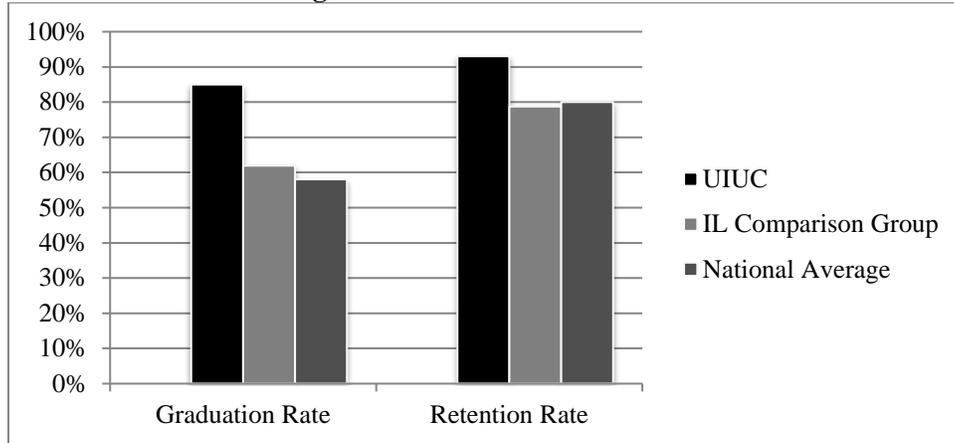
The University of Illinois at Urbana-Champaign (the University) requests authority to offer a Bachelor of Musical Arts, Lyric Theatre in the Prairie region. The Bachelor of Musical Arts, Lyric Theatre (BMA) is a 120 credit hour interdisciplinary music degree in the College of Fine and Applied Arts. The University currently offers a Bachelor of Music (BMUS) in Vocal Performance. The purpose of the BMUS degree is to advance the professional development and preparation of vocal performance majors in multiple languages. The BMUS and the proposed BMA both emphasize vocal flexibility and health. The proposed BMA provides comprehensive, interdisciplinary training for the singer-actor that includes coursework in acting, dance, and alternative musical processes. Students in the BMA program will be equipped to move freely between both operatic and musical theatre. Current and prospective applicants to the University's School of Music express a high degree of interest in this type of interdisciplinary study. The proposed BMA addresses the needs of vocalists who aspire to have a performance career in the sung theatre industry (i.e., opera or musical theatre). It also will serve students who seek careers as directors, composers, sound designers, and conductors.

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.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics, U.S. Department of Education
 Note: The University of Illinois at Urbana-Champaign is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The University’s 2014-2015 graduation rate was 85 percent. The national 2014-2015 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 62.7 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National System for Education Statistics (NCES).

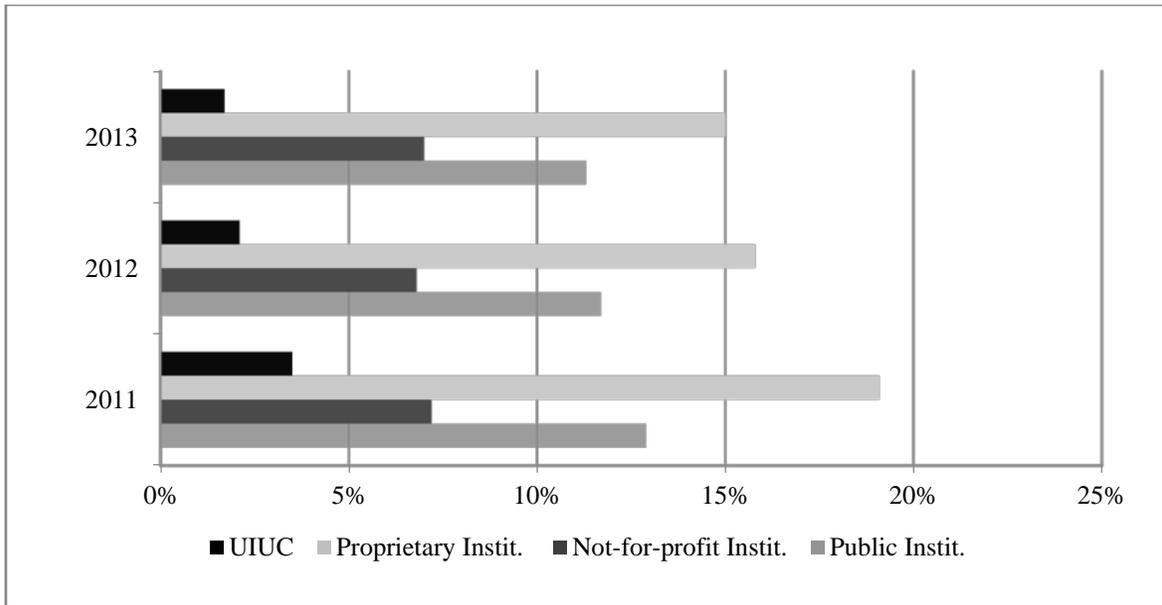
Undergraduate Retention Rate

The University’s 2014-2015 retention rate was 93 percent. The national average retention rate for public four-year institutions in 2014 was 81 percent and the average for comparable Illinois institutions was 78.1 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the NCES.

Undergraduate Completions per 100 FTE

The University’s 2014-2015 completions per 100 full-time equivalent (FTE) rate was N/A. The average among comparable Illinois institutions was 24.6. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. For the University of Illinois at Urbana-Champaign, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, substantial numbers double major and take overloads of credit hours (over 12, up to 18 credit hours), and the standard calculation does not account for these factors.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education
Note: The University of Illinois at Urbana-Champaign is a public institution.
A lower number is a positive indicator.

The three-year student loan default rate for the University of Illinois at Urbana-Champaign was 1.7 percent in 2013, 2.1 percent in 2012, and 3.5 percent in 2011. 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 Program or William D. Ford Federal 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

Need

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

According to the Bureau of Labor Statistics (BLS), demand for individuals in entertainment, musicians, and singers will grow, but competition for available positions is expected to remain challenging. Individuals serious about succeeding in the sung theatre industry are seeking music degrees that prepare them with foundations in dance and acting, as well as voice lessons and musicianship. The proposed BMA is designed for students who want to pursue multi-disciplinary careers in the music industry or enter graduate programs. Career choices may include working with opera companies or musical theatre venues; teaching in public institutions, private music studios, or other private educational settings; interdisciplinary performance with not-for-profit or

commercial companies; and entry-level jobs in performance related fields such as criticism, journalism, arts management, development, public relations, communications, marketing, and environmental and performance programming for performance organizations, centers, or museums.

The nonprofit arts and culture sector in Illinois is a \$2.75 billion industry that supports over 78,000 full-time equivalent jobs. According to a 2015 Dun & Bradstreet article, there are nearly 24,522 arts-related businesses that employ over 119,720 people in Illinois. The Chicago metropolitan area is one of the top ten regions in the country to employ musicians and singers with Peoria offering the most competitive hourly mean wages. In the category of music directors and composers, Illinois is ranked among the top five states in the country in terms of annual average wages. In addition, the BLS projects nine percent growth through 2024 in the demand for producers and directors, a rate that is faster than the average for all occupations. Graduates of the BMA program will be well-positioned to pursue these opportunities in Illinois, as well as nationally.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed Bachelor of Musical Arts, Lyric Theatre supports Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2 is to *ensure college affordability*. The BMA program is designed to ensure that the substantive interdisciplinary curriculum can be attained within the standard four-year undergraduate major. Goal 3 is to *increase high quality credentials to meet economic demand*. The BMA has been articulated and designed to create a path to high-quality credentials that will allow graduates to seek careers as singers-actors and in related creative enterprises such as directing and conducting.

Comparable Programs in Illinois

Many Illinois universities offer some type of undergraduate music degree. However, these programs tend to focus exclusively on vocal performance and education. There are at least six institutions of higher education that offer baccalaureate degrees in music theatre. The latter typically are theatre degrees and not music degrees. Nor do they address the classical side of sung theatre (i.e., opera). The University's proposed BMA program will provide a unique opportunity in terms of a professional performance degree in music, dance, and acting, with music serving as the foundation of the curriculum.

Mission and Objectives

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

The proposed program supports the University's mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

Curriculum/Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction; D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study; E) Degree programs must meet [appropriate] requirements.

Admission Requirements

All candidates are expected to complete an application for admission that includes submission of high school GPA, SAT or ACT composite scores, and an essay that addresses why the prospective student wants to be a Lyric Theatre major. Students who are accepted into the School of Music must also complete a voice audition, one-minute monologue, and personal interview. A faculty committee will review each student's audition and interview, making an ultimate determination about admission based on talent. Transfer students must also audition in order to be considered for the BMA, Lyric Theatre program.

Curriculum

The BMA program is a 120 hour interdisciplinary degree offered face-to-face. The program is designed in alignment with standards from the National Music Association and provides comprehensive music training along with coursework in acting, dance, and alternative musical processes. Students must complete general education, core music, core lyric theatre, and lyric theatre concentration courses. During the third year of the program, students elect, in consultation with an advisor, to specialize in one of two concentrations: creative or performance. The performance concentration prepares students as singers, actors, and dancers. It includes coursework in musical theatre dance, improvisation, movement, diction, and history of theatre. The creative concentration prepares students for work as directors, choreographers, composers, conductors, and set designers. This concentration includes coursework in sound technology, sound design, audio production, orchestration, directing, composition, song writing, collaborative performance, and improvisation. The BMA will position graduates to pursue multi-disciplinary careers in the music industry or enter graduate programs.

Students must maintain a minimum semester GPA of 2.00 and complete all coursework required in the BMA Lyric Theatre curriculum. Successful progression through the program is also predicated on completion of the Sophomore Review and a capstone project. The capstone project is a senior showcase in which students prepare a performance demonstration aligned with their individually selected areas of concentration.

Assessment of Student Learning

Assessment of learning is grounded in objectives outlining what students should know and be able to do. Assessment of these learning objectives will occur systematically and through multiple methods such as course projects, exams, performance juries, and public recitals or productions. During the sophomore year, all candidates will be evaluated based on a personal assessment essay and faculty panel observations of voice, diction, dance, and creative performance. Each sophomore student will meet with the Lyric Theatre faculty for in-depth feedback and recommendations for continued work in the degree which could include suggestions for summer study, additional elective coursework, and assessments of potential to successfully complete the program. Students must also complete a capstone project called the Senior Project Showcase. The showcase is sequenced as a two-semester course culminating in a final performance in the spring semester of the senior year.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' learning needs are being met. The proposed program will be part of regular internal review using a variety of forms of evidence including retention and graduation rates, student and alumni feedback, student awards and recognition outside the School of Music, student participation at conferences and professional activities, end of the year senior exit interviews, student job placements, graduate school placements, and alumni surveys. Annual reports of these data from the BMA, Lyric Theatre program will be submitted to the School of Music and the College of Fine and Applied Arts for the purpose of ongoing improvement. In addition, the School of Music undergoes a full curriculum review for reaccreditation under the National Association of Schools of Music (NASM) every ten years. The School's next NASM review will be during the 2021-2022 school year, and the BMA, Lyric Theatre major will be evaluated as part of the NASM process at that time.

Facilities (space, equipment, instructional materials)

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

Facilities at the University are sufficient for implementing the proposed Bachelor of Musical Arts, Lyric Theatre. Classroom, theatre, and concert hall space; computer resources; and library services are sufficient for the program's needs.

Faculty and Staff

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

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related professional qualifications to provide quality instruction at the institution. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to launch and administer the proposed program.

Accreditation/Licensure

The proposed program does not require specialized accreditation or licensure.

Program Information

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

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

Staff Conclusion

The staff concludes that the Bachelor of Musical Arts, Lyric Theatre 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.

