

APPROVED
MARCH 14, 2017

Item #V-5
March 14, 2017

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

Submitted for: Action.

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

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

Eastern Illinois University

- Bachelor of Arts in Criminology and Criminal Justice in the Prairie Region
- Bachelor of Science in Health Communication in the Prairie Region

Illinois State University

- Bachelor of Arts in European Studies in the Central Region

Northern Illinois University

- Master of Science in Athletic Training in the Fox Valley Region

University of Illinois at Urbana-Champaign

- Doctor of Medicine in the Prairie Region

Western Illinois University

- Department of Liberal Arts and Sciences in the Western Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

Executive Summary – Public Institutions

Eastern Illinois University

- Bachelor of Arts in Criminology and Criminal Justice in the Prairie Region

Eastern Illinois University (EIU) requests authorization to offer a Bachelor of Arts in Criminology and Criminal Justice. In response to EIU President David Glassman's call to create signature programs, the Department of Sociology and Anthropology, in concert with the Departments of Philosophy and Political Science, has developed the Criminology and Criminal Justice program. The new bachelor's level program is based on the expansion of the existing Criminology minor. A unique aspect of this program is that it includes a collaborative contribution from a partnering community college, Lake Land College, to assist in offering a portion of the core curriculum. 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.

- Bachelor of Science in Health Communication in the Prairie Region

Eastern Illinois University requests authorization to offer a Bachelor of Science in Health Communication. In response to EIU President David Glassman's call to create signature programs, the Departments of Communication Studies and Health Studies have collaborated and created this 120 semester hour interdisciplinary program that is responsive to the needs of the University, the state, and the nation. It also is based on the expansion of the existing Health Communication minor currently supported by both Departments. This program will be the first undergraduate interdisciplinary program offered at EIU. 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.

Illinois State University

- Bachelor of Arts in European Studies in the Central Region

Illinois State University requests authorization to offer a Bachelor of Arts in European Studies. The program is designed to prepare students for international careers by providing a cohesive program of study in the arts, history, languages, and society of one or more European nations. The program is intended to enhance prospects for employment with international organizations and entities engaged in international business or affairs. The program may be completed as a first or second major. A minor in European Studies is also available, having been created in 2015 and officially launched in May 2016. 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 B.

Northern Illinois University

- Master of Science in Athletic Training in the Fox Valley Region

Northern Illinois University requests authority to offer a Master of Science in Athletic Training (MSAT) in the Fox Valley region. The MSAT is a 53 credit hour professional, clinical program designed for students to develop the knowledge and skills required for a career as an athletic trainer. The curriculum is aligned with the standards of the Commission on Accreditation of Athletic Training Education through the athletic training competencies and clinical integration proficiencies. Also embedded in the program are the Institute of Medical Core Competencies for Health Professionals. Graduates must pass a national certification examination and then apply for licensure. With this application, Northern Illinois University is responding to the profession's demand to change existing baccalaureate programs into master's-level athletic training programs. The MSAT program will remain under the Department of Kinesiology and Physical Education within the College of Education. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

University of Illinois at Urbana-Champaign

- Doctor of Medicine

The University of Illinois at Urbana-Champaign requests authorization to offer a Doctor of Medicine (MD) in the Prairie region. The MD is a four-year professional degree that will prepare individuals for the independent professional practice of medicine. The new proposed MD degree program will be the nation's first engineering-based curriculum designed for the express purposes of infusing engineering and computing into medical education and adding engineering to the basic

biological and health sciences and clinical training. The proposed MD program will be housed in the newly established Carle Illinois College of Medicine (CI COM) at Urbana-Champaign. Graduates of the CI COM will be uniquely equipped and trained to discover and/or invent the devices, approaches, and concepts that will transform medicine. 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 D.

Western Illinois University

- Department of Liberal Arts and Sciences

Western Illinois University requests approval to establish a Department of Liberal Arts and Sciences with the College of Arts and Sciences in the Western region. The Department of Liberal Arts and Sciences is designed to provide students at Western Illinois University a single point of access to various multidisciplinary programs offered by the College of Arts and Sciences; house the undergraduate minor programs in African American Studies, Religious Studies, and Women's Studies; provide a mechanism in which dedicated faculty can be assigned as opposed to continuing the practice of relying on faculty from other departments to offer core courses for both the undergraduate and graduate programs; and have an official operating budget within the College of Arts and Sciences. Departmental status will also give the faculty self-governance over facilities and equipment management, faculty evaluation processes, and curriculum and program development. No new State or University funds are requested in this proposal.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the Bachelor of Arts in Criminology and Criminal Justice and the Bachelor of Science in Health Communication 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 Illinois State University authorization to establish the Bachelor of Arts in European Studies 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 Northern Illinois University authorization to establish the Master of Science in Athletic Training in the Fox Valley Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Doctor of Medicine 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 Western Illinois University authorization to establish the Department of Liberal Arts and Sciences in the Western Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Eastern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Criminology and Criminal Justice in the Prairie Region.

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from 20 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

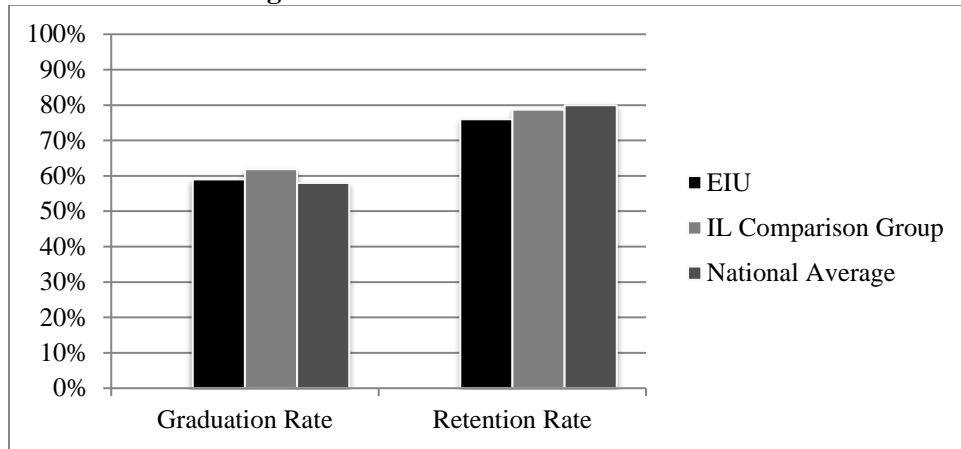
Eastern Illinois University (EIU or the University) requests authorization to offer a Bachelor of Arts in Criminology and Criminal Justice. In response to EIU President David Glassman's call to create signature programs, the Department of Sociology and Anthropology, in concert with the Departments of Philosophy and Political Science, have developed the Criminology and Criminal Justice program. The new bachelor's level program is based on the expansion of the existing Criminology minor. A unique aspect of this program is that it includes a collaborative contribution from a partnering community college, Lake Land College, to assist in offering a portion of the core curriculum.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



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

Undergraduate Graduation Rate

EIU's 2013-2014 graduation rate was 59 percent. The national 2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.9 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).

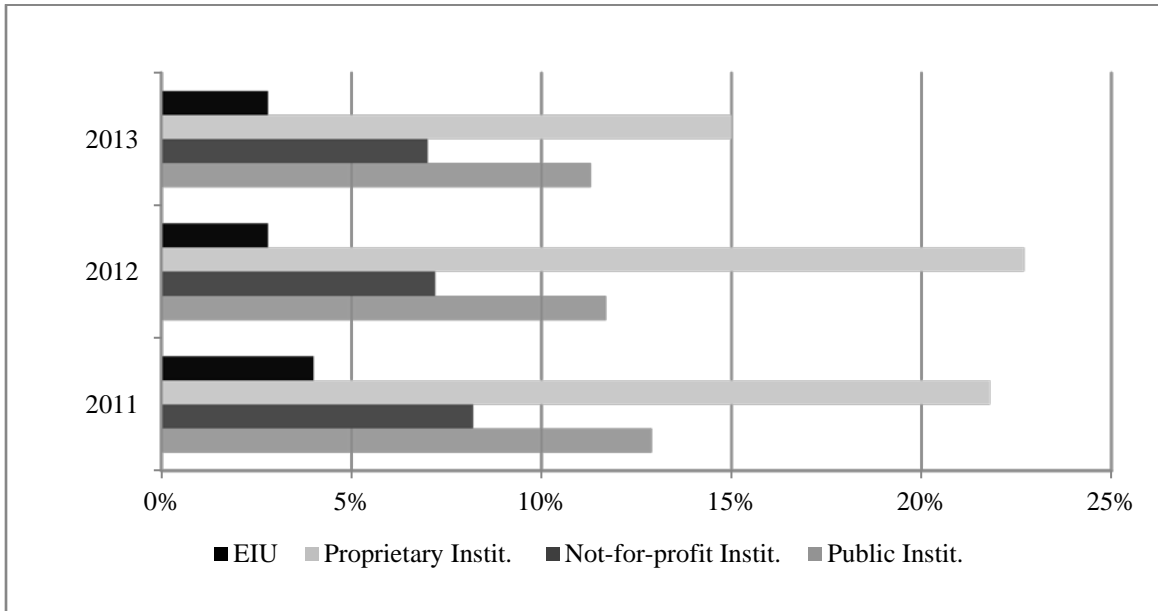
Undergraduate Retention Rate

EIU's 2013-2014 retention rate was 76 percent. The national average retention rate for public four-year institutions in 2013 was 81 percent and the average for comparable Illinois institutions was 78.7 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

EIU's 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 28. 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 (NCES), 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 4.8 percent in 2013, 5.5 percent in 2012, and 6.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan). Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Need

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

The undergraduate program in Criminology and Criminal Justice will prepare students for a range of careers including, but not limited to: law enforcement (local, state, and federal); probation/parole officer; caseworker; corrections officer; victim advocacy; crime prevention

specialist; and private/corporate security. This program will also prepare students for graduate-level training in criminology, criminal justice, law, sociology, and other social science disciplines.

According to the United States Bureau of Labor Statistics (BLS), employment opportunities in the protective service occupations (e.g. police and detectives, correctional officers) are expected to grow by four percent from 2014 to 2024. While the anticipated growth rate is estimated to be slower than average for all occupations, the BLS notes that overall job prospects for these occupations are expected to be good. Furthermore, applicants with a bachelor's degree should have the best job opportunities. Community and social service occupations, which include probation officers, social and human service assistants, rehabilitation counselors, and substance abuse counselors, are projected to grow by ten percent during the years 2014 to 2024, faster than average growth.

The Illinois Public Agenda for College and Career Success

The BA in Criminology and Criminal Justice will address Goal 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. According to the BLS data, employment opportunities in the protective services occupations (e.g., police and detective, correctional officers) are expected to be strong over the next decade. The BLS data also indicates that demand will be highest for those with a bachelor's degree. Additionally, a significant increase is expected in the demand for well-educated individuals to work in community and social service professions (e.g., probation officers, and social and human service assistants), another broad area of employment for those with a bachelor's degree in Criminology and Criminal Justice.

Comparable Programs in Illinois

A bachelor's degree in Criminal Justice is an increasingly common degree offering at many colleges and universities in Illinois. However, if approved, EIU would be the only public university in east-central Illinois (Prairie Region) offering a criminal justice related degree. So, this proposed program would meet a need that is not currently being met by other 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 Arts in Criminology and Criminal Justice beyond those required for admission to EIU. Admission for transfer students is the same for all transfer students to the University.

Curriculum

The proposed 120 semester hour program focuses on the causes and consequences of crime and criminal behavior and the systems designed to control crime. Students will gain an understanding of the theoretical explanations of crime, be able to analyze the institutions and process of the criminal justice system, and have the analytical skills necessary to interpret statistical data and research questions related to crime and the criminal justice system. The BA in Criminology and Criminal Justice requires 31 hours in core classes, 18 credit hours in specified electives, 33 general education requirements, and remaining elective credit to fulfill the 120 credit hour graduation degree requirements. This program was specifically designed to be transfer-friendly for students from community colleges who earn an associate degree in Criminal Justice. For fall 2017, there is immediate regional demand from Lake Land College for students who have recently completed an associate-level degree. The program also will allow new freshmen to pursue this degree. The program includes coursework already available in both face-to-face and online formats.

Assessment of Student Learning

The systematic assessment of student learning objectives will occur at different points throughout the program. First, faculty members responsible for instructional activities in the program will conduct in-course assessments every semester. Specifically, student performance in each of the core courses will provide an initial assessment of student learning relative to specific objectives. Second, students are required to complete a capstone course which will require a final project. This in-depth research project will be a culmination of the knowledge, analytical skills, and theories learned throughout the program and will be used to assess student learning. Finally, the Assessment Committee in the Department of Sociology and Anthropology will also measure student learning and provide appropriate feedback to program faculty. Consistent with the current assessment strategy for the BA in Sociology program, the committee will design a survey instrument with a range of questions related to the six key student learning objectives. This survey will be administered each semester to students early in their academic career (e.g., freshmen or sophomore year) and again at the end of their academic career, in the capstone course. This methodology will allow for the evaluation of student learning over time.

Program Assessment

Each academic year the Assessment Committee will generate a report, based on information gathered from student surveys, which 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 objective standards as well as suggestions for changes and improvements needed moving forward. 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 a regular agenda item at the annual department retreat. Finally, EIU requires the assessment report to be submitted 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.

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 Eastern Illinois University 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 proposed BA in Criminology and Criminal Justice will be self-supporting through tuition revenue.

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 Arts in Criminology and Criminal Justice, 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 Arts in Criminology and Criminal Justice 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.

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

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from ten students in the first year to 40 students in the fifth year. The University projects 17 degrees will be awarded in the fifth year.

Background

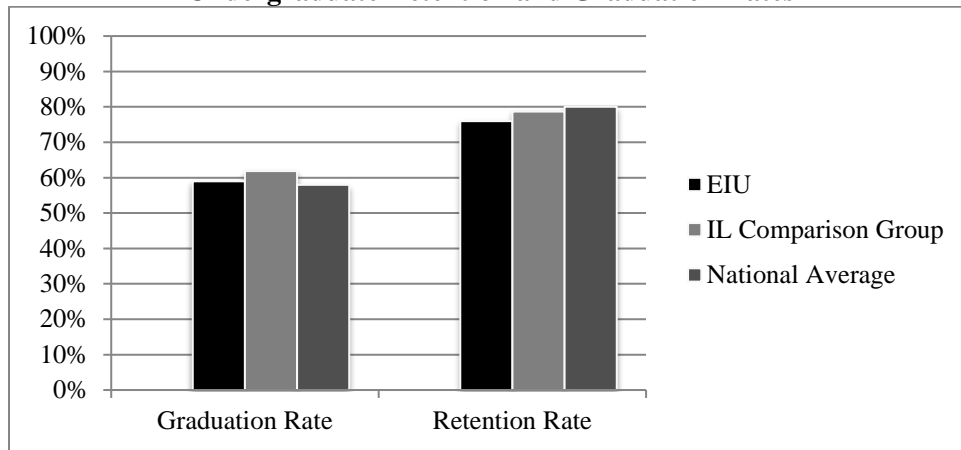
Eastern Illinois University (EIU or the University) requests authorization to offer a Bachelor of Science (BS) in Health Communication. In response to the ongoing “Vitalization” project being done by the University, and in response to EIU President David Glassman’s call to create signature programs, the Departments of Communication Studies and Health Studies have collaborated and created the proposed interdisciplinary program that is responsive to the changing needs of the University, the state, and the nation. It also is based on the expansion of the existing Health Communication minor currently supported by both Departments. This program will be the first undergraduate interdisciplinary program offered at Eastern Illinois University.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



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

Undergraduate Graduation Rate

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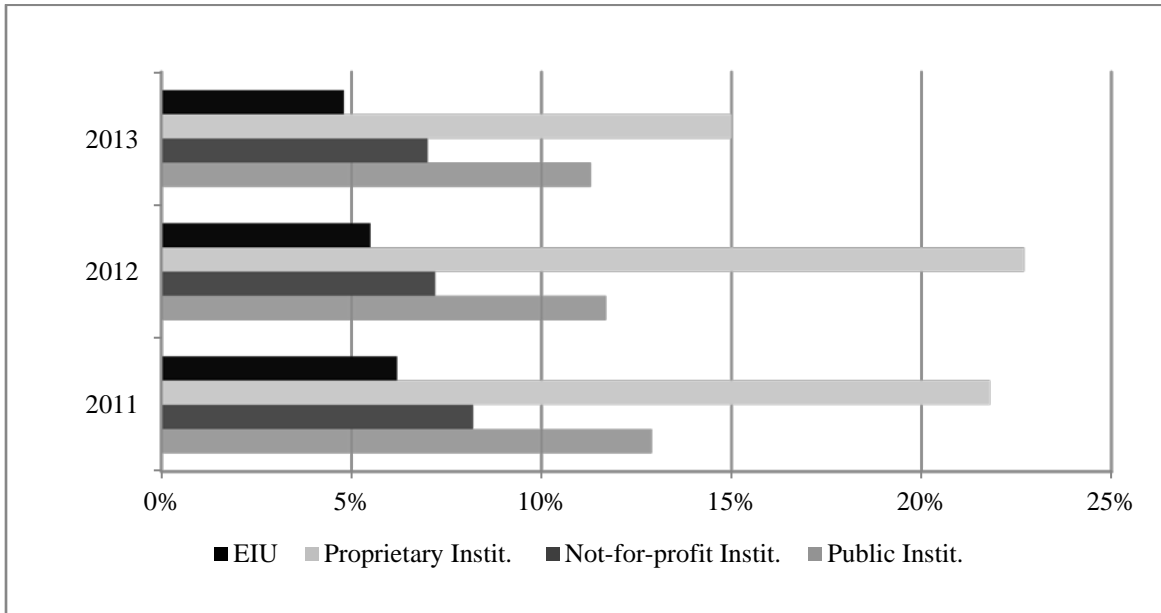
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Undergraduate Completions per 100 FTE

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Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education
 Note: Eastern Illinois University is a public institution.
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Student Loan Default Rate

The three-year student loan default rate for EIU was 4.8 percent in 2013, 5.5 percent in 2012 and 6.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan). Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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.

An undergraduate major in health communication will prepare students for a variety of careers in health-related fields, including medicine and nursing, health education, patient advocacy, social services, public affairs, healthcare public relations, pharmaceutical sales, public health, crisis management, human resources, and geriatric care. The major would draw students to the university as a signature program, offering a clear connection to careers in high-growth fields while also being a unique program. According to the United States Bureau of Labor Statistics, 14 of the 20 fastest growing occupations are related to healthcare and health education. Health communication is fundamental to all health-related occupations, as recognized by the *Healthy People 2010 Report*,

developed by the United States Department of Health and Human Services. Combining knowledge of health behaviors with effective communication skills is paramount as the United States population continues to age and diversify. The proposed program will prepare both practitioners and health advocacy professionals to effectively communicate about health maintenance, prevention, and wellbeing.

The Illinois Public Agenda for College and Career Success

The BS in Health Communication will address Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. Goal 2 is to ensure college affordability for students, families, and taxpayers because cost of completion is considerably less than similar programs offered at area universities. The new Health Communication major addresses these goals because there is a significant demand for professionals with baccalaureate-level skills to work in the emerging discipline of health communication. Health communication experts are needed not only in Illinois but nationally and globally. In addition, rather than paying out-of-state tuition for the few undergraduate health communication programs that are available in Ohio and Michigan, Illinois residents can pay in-state tuition at considerably less cost.

Comparable Programs in Illinois

No Illinois universities currently offer an undergraduate degree in Health Communications.

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 BS 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 Health Communication beyond those required for admission to EIU. Admission for transfer students is the same for all transfer students to the University.

Curriculum

The proposed 120 semester hour program focuses on the role of communication and media in shaping professional health care messages and public acceptance of these messages. The curriculum includes coursework focused on the development and use of health-related and care-related messages and media; the goals and strategies of health care promotion; relationships, roles, situations, and social structures in the context of health maintenance and promotion; and applications to disease prevention, health advocacy, and communications concerning treatments. Completion of the program requires a minimum of eight hours of internship at an approved organization or community health agency. Delivery methodology will consist of a mix of face-to-face, hybrid, and online courses. Depending on the student's needs, most of the major curriculum could be offered through online delivery methods.

Assessment of Student Learning

The program will use three assessment approaches to determine student attainment of the learning outcomes specified in the objectives of the program. The first is formal assessment and benchmarking of the learning activities established in each of the core courses. This approach is consistent with the assessment activities that are conducted in the other programs in the sponsoring departments. Second, a Health Communication Curriculum Committee will be established to provide assessment and ensure alignment with program objectives. The third aspect of the assessment process will be the responsibilities of the Health Communication Major Coordinator. This position will be responsible for the first two assessment measures being completed as well as being the conduit for informal assessment measures. As academic advisor to the program, feedback will be generated by students, faculty, internship preceptors and department chairs. This feedback can be combined into one comprehensive analysis to determine effectiveness of the program.

Program Assessment

Formal assessment of the program will take place in the third, fifth, and eighth year of operation. This will ensure that the program and its faculty are aligning to established goals. Goals have been set around faculty scholarship, faculty-student collaboration, retention and graduation rates, job placement rates, and program cost-effectiveness. These goals will be assessed based on a faculty self-study and surveys and input from students and key stakeholders. These assessment instruments will be reviewed by program faculty in order to determine if curriculum or program adjustments need to be made to ensure student success.

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 Eastern Illinois University 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 BS in Health Communication program will be self-supporting through tuition revenue.

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 for this degree area.

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 Health Communication, 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 Health Communication 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.

Illinois State University

Proposed Program Title in the Region of Authorization: Bachelor of Arts in European Studies in the Central Region

Projected Enrollments and Degrees: Illinois State University has indicated that enrollment in the proposed Bachelor of Arts in European Studies is projected to grow from ten students in the first year to approximately 40 students in the fifth year. It has projected also that ten degrees will be awarded in the fifth year.

Background

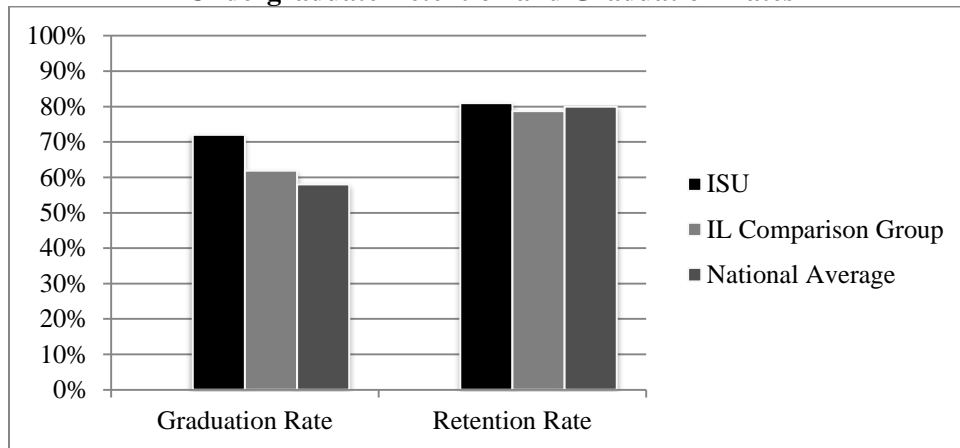
Illinois State University (ISU) requests authorization to offer a new Bachelor of Arts (BA) in European Studies. The program is designed to prepare students for international careers by providing a cohesive program of study in the arts, history, languages, and society of one or more European nations. The program is intended to enhance prospects for employment with international organizations and entities engaged in international business or affairs. The program may be completed as a first or second major. A minor in European Studies is also available, having been created in 2015 and officially launched in May 2016.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



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

Undergraduate Graduation Rate

ISU's 2013-2014 graduation rate was 72 percent. The national 2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.9 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).

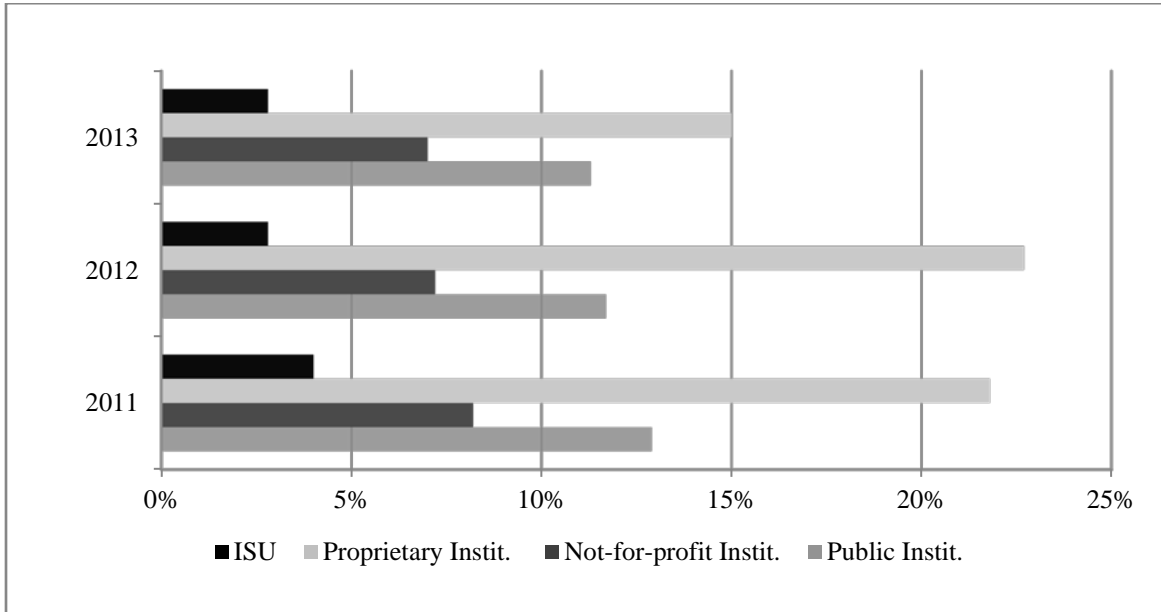
Undergraduate Retention Rate

ISU's 2013-2014 retention rate was 81 percent. The national average retention rate for public four-year institutions in 2013 was 81 percent and the average for comparable Illinois institutions was 78.7 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

ISU's 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 26. 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 (NCES), U.S. Department of Education

Note: Illinois State University is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Illinois State University was 2.8 percent in 2013, 2.8 percent in 2012, and 4.0 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan). Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Need

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

The proposed BA in European Studies is intended to prepare students for work in many fields based in the United States or internationally. The program is also designed to prepare students for advanced study in disciplines such as European Union studies, fine arts, European languages and literatures, European history, international business, international law, international relations, and journalism.

Because of the interdisciplinary design of the proposed European Studies program and because its graduates are expected to pursue careers in many different fields, it is difficult to identify singular occupational categories tracked by the United States Bureau of Labor Statistics that align with the curriculum for purposes of analyzing demand for program graduates. As one example, graduates could seek work as translators and interpreters. According to the Bureau of Labor Statistics, employment of translators and interpreters in the United States is expected to grow 29 percent from 2014 to 2024, compared to seven percent across all occupations during that period. During that period, approximately 2,700 jobs are expected to become available annually due to either growth or the need for replacements. Employment of interpreters and translators in Illinois is projected by the Illinois Department of Employment Security to grow nearly 38 percent from 2012 to 2022 compared to approximately eight percent across all occupational categories in the state.

The Illinois Public Agenda for College and Career Success

The proposed BA supports Goals 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Related to Goal 3, the program will contribute to increasing the number of high-quality, postsecondary credentials to meet the demands of the economy of the state and an increasingly global society. A 2015 study by the Center for Governmental Studies at Northern Illinois University documents the demand among many Illinois employers, private or non-profit, for employers who are multilingual. Among the languages in the greatest demand, particularly in the business sector, are European languages: French, German, and Spanish. The BA in European Studies program is designed to prepare students for work in either the private or non-profit sector requiring European language skills and sensitivity to European culture. Some students may choose to work as translators or interpreters. Many others are expected to work in positions in which European language proficiency and cultural understanding are peripheral yet vital to the position. Examples include positions in international business and foreign aid. The BA in European Studies curriculum has been designed to provide each student with flexibility to select courses that will help the student further her or his career goals, whether it be work in business, the arts, political science, or some other field.

Related to Goal 4, the proposed program has been created by integrating educational resources across numerous academic units at the University to prepare students with multilingual and multicultural skills in demand by Illinois employers with operations or interests in the European Union. At the core of the curriculum is a progression of long-standing courses in the Department of Languages, Literatures, and Cultures intended to help all students achieve fluency in the European language of their choice (French, German, Italian, or Spanish). The curriculum includes long-standing courses in European history, arts, economics, and politics intended to help students achieve understanding of European history, traditions, and cultures. By drawing on existing resources, the program will be delivered without the need for additional faculty members, staff members, facilities, or support services.

Comparable Programs in Illinois

The proposed BA in European Studies at Illinois State University would be the only baccalaureate European studies program at a public university in Illinois.

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 European Studies program is consonant with the ISU 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

There are no special admission requirements for the Bachelor of Arts in European Studies beyond those required for admission to ISU. Student applications are evaluated based on the following criteria: high school GPA; ACT/SAT scores; grade trends; and the rigor of courses completed throughout high school. Applicants may also provide written evidence of their ability to perform at a high academic level by submitting a personal and academic statement. Admission for transfer students into this program will be the same as transfer admission to the University.

Curriculum

The 120 semester hour program is interdisciplinary and international in scope. The major is versatile and can be customized to complement an individual student's interests in various fields of study. The four components of the curriculum are core courses, language courses, electives, and study abroad. Most courses in the proposed program will be offered face-to-face supplemented by resources made available to students through the learning management system at Illinois State University. Some elective courses may be delivered either online or hybrid online/face-to-face. Students pursuing the BA in European Studies will be required to complete at least one semester of study abroad. The Office of International Studies and Programs currently lists European study abroad opportunities in Belgium, Croatia, Czech Republic, Hungary, the Netherlands, Norway, Russia, and Turkey in addition to France, Germany, Italy, and Spain. Affordability of study abroad has been considered by the institution when designing the program. Several options for financial support are available to allow all program students to participate in study abroad.

Assessment of Student Learning Outcomes

The University has established processes to assess student learning aligned with program outcomes across the curriculum. In the Senior Seminar course, majors will produce a portfolio that includes: a research paper that serves as the major requirement of the seminar; one paper written in their History/Politics elective classes; one paper or artifact from their Arts/Humanities electives; and the journal or reflective essay from their study abroad experience. Proficiency in a non-English European language is measured in one of two ways: an oral interview and written response to a set of three questions after the student has completed the ISU language sequence or a study abroad program; or the student can demonstrate proficiency by having passed one of the various examinations used in many European countries for such equivalent assessment.

Program Assessment

The European Studies program faculty have established a timeline and process for review and assessment of introductory course papers, senior seminar portfolios, and language proficiency exam results. The Assessment Committee will report on the review results to the Program Director, who will forward the report to core and affiliated faculty members. The report will include recommendations for action to improve the program's performance in achieving its desired student learning outcomes. The faculty will discuss the findings generated by the assessment exercise and deliberate as to what actions to take, if any, to improve curriculum, instruction, and learning. The faculty will also consider and use the results of a student satisfaction survey, faculty evaluations and the results of the Assessment Office's Alumni Survey.

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 University's Milner Library subscribes to approximately 81,000 electronic serial titles and approximately 1,900 print journal titles. Milner Library also subscribes to approximately 250 databases, most of which index, and in many cases provide direct access to, periodical literature. Some of the databases provide access to other types of information, including news, monographs, statistics, and reference works. No additional library resources will be required.

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.

Current staff will be adequate to implement and maintain the new European Studies program. The University has identified institutional policies that ensure faculty hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place. No new faculty lines are required to staff the proposed program.

Fiscal and Personnel Resources

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

No new state resources are needed to establish the proposed program because most resources for the proposed program already exist, including faculty, staff, facilities and equipment, library resources, and instructional technology. Any unmet resource need for this program will be addressed by the College or the University.

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.

No specialized accreditation is required for this program.

Program Information

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

Information about the 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 Bachelor of Arts in European Studies proposed by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Northern Illinois University

Proposed Program Title in the Region of Authorization: Master of Science in Athletic Training in the Fox Valley Region

Projected Enrollments and Degrees: Northern Illinois University has projected that enrollment in the proposed Master of Science in Athletic Training will grow from ten students in the first year to 40 students in the fifth year. The University has projected that approximately 20 degrees will be awarded in this program in its fifth year.

Background

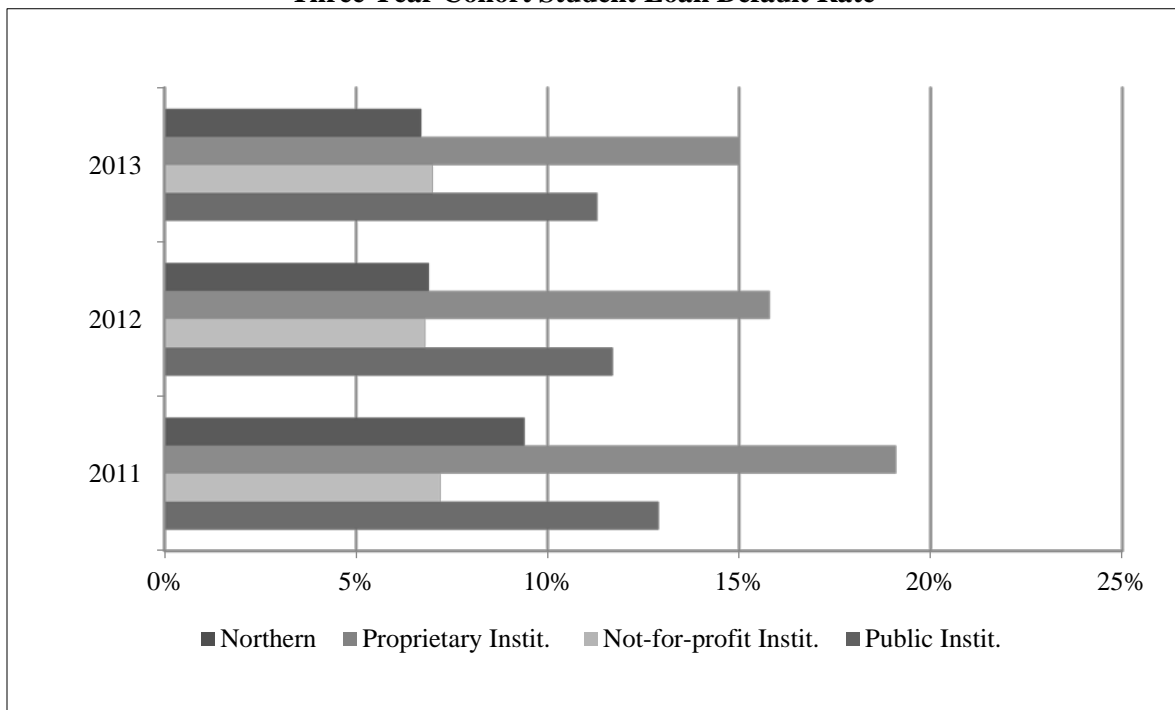
Northern Illinois University (NIU or the University) is seeking authority to offer a Master of Science in Athletic Training (MSAT) in the Fox Valley Region. The MSAT is a 53 credit hour professional, clinical program designed for students to develop the knowledge and skills required for a career as an athletic trainer. The two-year program will be offered in cohorts and require classroom, laboratory, and clinical experiences. The curriculum is aligned with the standards of the Commission on Accreditation of Athletic Training Education through the athletic training competencies and clinical integration proficiencies. Also, embedded in the program are the Institute of Medical Core Competencies for Health Professionals. Graduates must pass a national certification examination and then seek licensure.

Due to a recent decision by the Athletic Training Strategic Alliance, a compilation of the bodies who oversee accreditation, board certification, and licensure, the traditional Bachelor of Science (BS) in Athletic Training will need to be elevated to the level of a master's degree. Therefore, the MSAT will replace the existing BS in Athletic Training. Upon successful transition, the existing bachelor's degree will enter into a phase down status and the last cohort will be admitted in fall 2018. The new program will remain with the Department of Kinesiology and Physical Education within the College of Education.

Institutional Data

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

Three Year Cohort Student Loan Default Rate



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

Note: Northern Illinois University is a public institution.

A lower number is a positive indicator.

The three-year student loan default rate for NIU was 6.7 percent in 2013, 6.9 percent in 2012 and 9.4 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private not-for-profit institutions; and 15.0 percent for proprietary 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.

According to the United States Bureau of Labor Statistics, employment in athletic training is projected to grow 19 percent from 2012 to 2022, faster than average for all occupations. Furthermore, the University must respond to the demands of the profession and elevate the existing bachelor's degree to an MSAT in order to continue to serve the interested students.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed program will support Goal 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society. With the movement within the profession to require that all baccalaureate athletic training programs change to master's level programs, those athletic trainers earning the new credential will become more skilled through the advanced quality of clinical instruction.

Comparable Programs in Illinois

There are currently no professional programs in athletic training offered at the master's level in the State of Illinois. Due to the recent decision by the Athletic Training Strategic Alliance, all bachelor's level programs must begin teaching out students and restructure the existing curriculum to offer a Master of Science in Athletic Training.

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's program objectives and curriculum.

Curriculum and Assessment

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

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

Admission Requirements

Prospective students will be admitted one time per year for the fall semester. Admission decisions will be made within three months from the application deadline. Seven prerequisite courses are required prior to admission at the baccalaureate level along with First Aid and CPR certification. Students may be admitted to the program provisionally until they have provided proof of meeting all of the prerequisite coursework. Applicants must complete an application which will include a letter of interest, resume, three letters of recommendation, a minimum of 50 observation hours with a Board of Certification certified athletic trainer, official transcripts, and syllabi for all

prerequisite courses. Qualified applicants will undergo a pre-admission interview and be required to undergo a criminal background check.

Curriculum

The MSAT is a 53 credit hour professional, clinical program designed for students to develop the knowledge and skills required for careers as athletic trainers. The two-year program will be offered in cohorts and require classroom, laboratory experiences, and clinical experience courses. The clinical courses will allow students to work directly with patients and apply their knowledge and skills to serve them under the supervision of a qualified preceptor. In lieu of a thesis, students will take a research course that will entail working in collaborative teams under the direction of a faculty member to design a study, collect and analyze data, write the results, and submit the study for presentation or publication. The curriculum is aligned with the standards of the Commission on Accreditation of Athletic Training Education through the athletic training competencies and clinical integration proficiencies. Also embedded in the program are the Institute of Medical Core Competencies for Health Professionals. Graduates must pass a national certification examination and then apply for licensure.

Assessment of Student Learning Outcomes

NIU has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: quizzes; tests; writing assignments; oral presentations; clinical labs; course-level learning assignments; and a final research project. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; national board exam passage rates; graduate exit surveys; and employer and alumni surveys.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The Office of the Provost oversees the assessment and program review for the University. The program review process provides an opportunity to examine the program and identify areas for program improvement, and plans for the future. The Department of Kinesiology and Physical Education will administer the program and provide the required documentation and data necessary during the review to demonstrate the program's strengths, areas for improvement, and plans for the future. The proposed program will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

Technology and Instructional Resources

The proposed program will remain under the administration of the Department of Kinesiology and Physical Education and maintain the footprint of the existing BS in Athletic Training program. The University has sufficient dedicated classroom and lab space to allow for both didactic and clinical skills development. Additional clinical sites throughout the State of Illinois have been secured for hands-on athletic training. The necessary technology and research capabilities to support the proposed master's program are available through the University.

Library

NIU's Founders Memorial Library (Founders) adequately maintains a collection of resources used to support the current program that will be utilized for the proposed Master's program. Founders provides access to a collection of over 834,000 print and e-books. Through consortia agreements, the Library is affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, expanding its collection to over 2.5 million print and electronic books and 275 databases.

Faculty and Staff

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

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

No new state resources are needed to establish the proposed program because most resources, including facilities, equipment, and library resources that will support the proposed program, are already in place.

Accreditation and Licensure

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

The program will seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) through a process known as a “substantive change” for currently accredited baccalaureate programs looking to move to a master’s level degree. Program graduates will be prepared for licensure in the State of Illinois.

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 University’s MSAT including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, as well as university and graduate school policies, will be published on the University’s website. Comparable information about the program will be published in the University’s Catalog.

Staff Conclusion

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

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Doctor of Medicine in the Prairie Region

Projected Enrollments and Degrees: The University of Illinois at Urbana-Champaign projects the program will increase from approximately 32 students in the first year to 176 students in the fifth year. Following the fifth year, the University projects to have 256 students enrolled full-time in the program with 64 degrees to be awarded annually.

Background

The University of Illinois at Urbana-Champaign (the University) requests authorization to offer a Doctor of Medicine (MD) in the Prairie Region. The MD is a four-year program that will prepare individuals for the independent professional practice of medicine. The proposed program also integrates engineering concepts with the traditional pillars of medicine, namely the basic health sciences and clinical training. The program will produce physician leaders who are trained and equipped to incorporate analytical and quantitative techniques, modeling and computation, innovation, and human-systems approaches to advancing and delivering high-quality healthcare. From a broader national perspective, this first-of-its kind program is designed to address historic changes in the U.S. healthcare system driven by an aging population with more chronic conditions, an influx of millions of new people into the healthcare system due to the Affordable Care Act, and a severe physician shortage. The convergence of engineering, technology and medicine is expected to lead to discoveries that will result in greater access to better healthcare at lower cost for more people.

The proposed MD program will be housed in the newly established Carle Illinois College of Medicine (CI COM) at the University. The creation of the CI COM is grounded in numerous letters of support from leaders in medical education and industry, as well as findings from a feasibility study that recommended developing a specialized engineering-based medical college in Urbana-Champaign whose MD degree curriculum would be the nation's first medical school designed for the express purpose of infusing engineering and computing into medical education. The study noted that a college of medicine at the University would provide economic development leading to employment opportunities for Illinois residents and their families and would improve the health and well-being of the state's population, two core elements central to the University's mission. The CI COM was approved by the University's Academic Senate on February 9, 2015, and by the Board of Trustees of the University of Illinois on March 12, 2015. The University received approval from the Illinois Board of Higher Education to establish the Carle Illinois College of Medicine on March 1, 2016.

The innovative design of the MD program was led by a core curriculum committee made up of faculty from health sciences, clinical sciences, and engineering who are expected to teach in the new College, as well as accreditation experts. The proposal to establish the MD degree was approved by the University's Academic Senate on September 19, 2016, and the Board of Trustees of the University of Illinois gave its approval on November 10, 2016.

Carle is an integral partner with the University in the CI COM and the proposed MD. Carle's fully-integrated health system will position CI COM at the leading edge in the quest to identify and drive improvements in cost and effectiveness of healthcare, both locally and nationally. As a physician-led and patient-centered organization, Carle can leverage the proposed medical education model to provide better health outcomes for patients. Carle's ability to conduct research

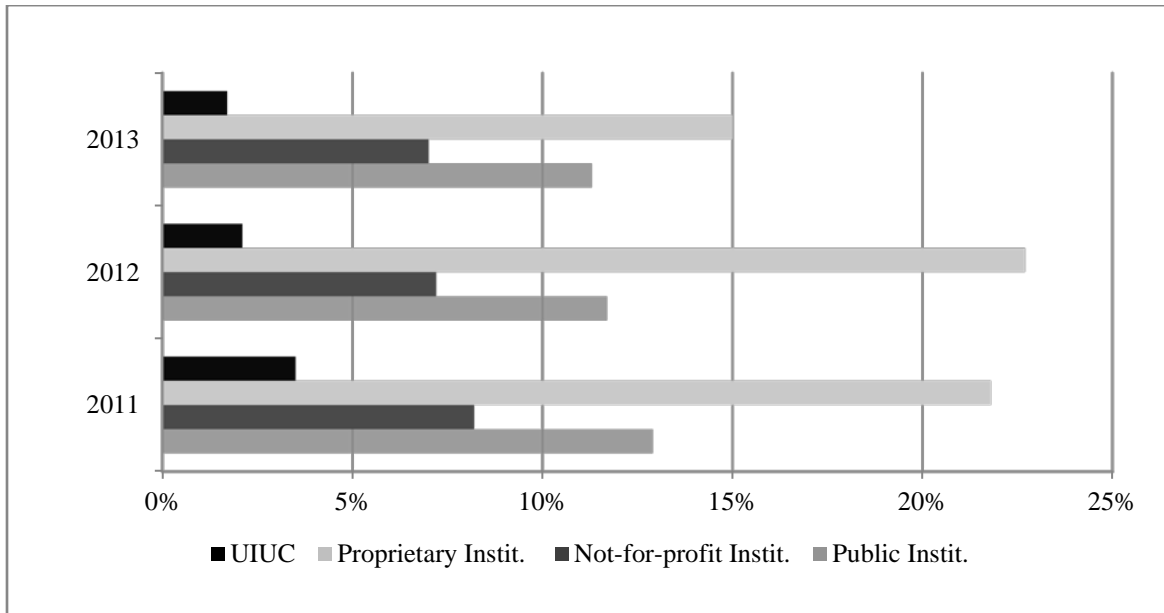
in partnership with University faculty, as demonstrated by existing collaborative projects, is significant. Carle’s leadership team is fully committed to working with the university to transform medical education and graduate top-tier medical practitioners.

Institutional Data

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

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

Three Year Cohort Student Loan Default Rate



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

Student Loan Default Rate

The three-year student loan default rate for the University 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, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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.

In 2006, the Association of American Medical Colleges issued a report calling for a 30 percent increase in medical school enrollment and the establishment of new schools of medicine to meet national physician shortages. According to the United States Bureau of Labor Statistics, employment of physicians and surgeons is projected to grow 14 percent from 2014 to 2024, much faster than the average for all occupations. Job growth is projected due to increased demand for healthcare services by the growing and aging population.

The proposed MD will be the nation's first engineering-based curriculum designed for the express purposes of infusing engineering and computing into medical education and, therefore, adding engineering to the basic biological and health sciences and clinical training. Graduates of the CI COM will be uniquely equipped and trained to discover and/or invent the devices, approaches, and concepts that will transform medicine. In addition, the MD degree will address a central workforce challenge facing Illinois, a shortage of well-trained physicians. According to a 2010 Illinois Physician Workforce report conducted by Northwestern University's Fienberg School of Medicine, the Illinois Hospital Association, and the Illinois State Medical Society, Illinois is "in danger of being unable to meet even the most pressing health care needs" due to a shortage of physicians.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed Doctor of Medicine supports all goals of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment. The proposed CI COM MD degree capitalizes on the unprecedented convergence of health care and technology. This proposed MD is an opportunity to leverage the College of Engineering in building a new engineering-infused medical curriculum that ultimately will graduate physician-entrepreneurs who can discover and invent the devices, approaches, and concepts that will transform medicine.

Goal 2 is to ensure college affordability. CI COM's implementation, operations, and the delivery of the MD degree program will be financed largely through the contributions of Carle as

the College's key partner, additional private investments, and philanthropic support. Research and tuition revenues will also contribute to CI COM's operations. The College will comply with the expectations of the Liaison Committee on Medical Education (LCME) that student tuition will represent less than half of all revenues. Further, the budget includes plans for a combination of statutory tuition waivers and fellowships that will make the degree program affordable to deserving but financially-limited students and their families. The budget assumes that fully 30 percent of all potential tuition will not be collected.

Goal 3 is to increase high quality credentials to meet economic demand. A June 2014 National Institutes of Health Physician-Scientist Committee Report demonstrated that the physician-scientist workforce is aging and not enough new physicians are being trained to replace those who will be leaving. The proposed MD will graduate physician-innovators uniquely equipped and trained to discover and/or invent the devices, approaches, and concepts that will transform medicine at a time when such transformation is desperately needed. The proposed MD degree program will produce individuals who have the necessary high-quality credentials to address economic and societal needs.

Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The delivery of the MD will result in economic development benefits in central Illinois that will include not only the direct jobs from its employees, but also jobs from the research funding the CI COM attracts, the physicians and support staff recruited to the community, and the startup companies formed based on the high-growth potential technology and talent cultivated. The total economic impact of the CI COM enterprise on the state of Illinois is expected to exceed \$1 billion annually by 2035 and to sustain more than 7,600 jobs statewide, according to the authors of a 2014 feasibility study.

Comparable Programs in Illinois

There are currently eight other MD programs in Illinois at both public and private institutions. Demand for seats in Illinois schools of medicine exceeds supply by a ratio of approximately two-to-one. The proposed MD program meets important state needs and is further differentiated from other programs by its unique focus to infuse engineering and computing into medical education.

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 programs support 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

Applicants to the MD program must have a bachelor degree that included broad-based general education with pre-requisite coursework in mathematics, statistics, chemistry, biochemistry, physics, and physiology. Applicants are also highly encouraged to have completed coursework in microbiology, immunology, and computer programming. Other admission requirements include the following: (1) completion of the Medical Colleges Admissions Test (MCAT) no more than three years prior to enrollment; (2) three letters of recommendation from faculty familiar with the candidate's work and/or research; and (3) ability to meet other requirements of the program such as motor function, observation, communication, and social and behavioral skills.

Curriculum

The Doctor of Medicine is a four-year professional degree designed to span 179 weeks of study with an increased emphasis on clinical work, research, and innovation. This exceeds the 130 total minimum weeks of instruction required by the field's accrediting body, the Liaison Committee for Medical Education (LCME). The program includes: (1) a core component of 1.5 years with instructional modules covering the health sciences, engineering, and professional and clinical basics; (2) a minimum of ten months of required clinical rotations; (3) a minimum of 15 months of elective rotations that will include eight months of clinical rotations, four months of engineering/innovation rotations, and three months during which a student may pursue any specific avenue; and (4) a capstone project and a data science project.

For the core component, students will proceed through a series of course modules centered on a different organ or system (e.g., cardiovascular, respiratory, renal, reproductive, etc.). Students will work in groups of eight, with each group assigned to a full-time facilitator who will help guide them through a module-specific set of lectures, case-based studies, patient interactions, simulations and other active learning experiences involving numerous other faculty members and subject-matter experts. Embedded in each module will be professional development and engineering innovation learning objectives. Lengthy periods, as required by accreditation standards, will be reserved for student self-study and individual research. Students will also be exposed to clinical experiences and physical diagnosis early in the curriculum preparing them for the required clinical rotations and electives to follow. Required rotations include: family medicine; internal medicine; surgery; OB-GYN; pediatrics; neurology; and psychiatry. Students may complete clinical elective rotations from a specific list comprised of over 60 specialties including cardiology, oncology, sleep medicine, and genetics.

Assessment of Student Learning

Assessment of learning is grounded in clearly defined competencies and expectations that align with national and institutional standards for the field. Student progress assessment includes

both cognitive and non-cognitive components. The program will use a multitude of approaches to perform assessment including observation, clinical skills assessments, non-clinical assessments, and tests of knowledge and clinical reasoning skills. During the integrated first- and second-year curriculum, students will be assessed via frequent integrated quizzes and exams at the end of each module. Additionally, students will receive narrative feedback on performance and areas to develop from their case-study facilitators and peers. The CI COM's Office of Medical Education will be available to help students understand feedback from multiple entities in order to help guide improvement. During clinical experiences, students will be assessed on dimensions of knowledge, patient care, communication, professionalism, leadership teamwork and inter-professional collaboration, practice-based learning and improvement, and critical thinking and discovery. Feedback will be given to students at regular intervals and include comments from faculty and residents.

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 MD program's evaluation plan takes into consideration the steps necessary for obtaining full accreditation from the Liaison Committee for Medical Education (LCME). At the level of individual course modules and clerkships, the course and clerkship directors will perform the initial evaluation of the overall quality and student learning. They will use student feedback, aggregate assessment data, including patient encounter completion lists for clerkships, and self-reflection by faculty on the delivery of the course or clerkship. The evaluation data will then be presented to and discussed by the appropriate implementation subcommittee of the curriculum committee, who will develop an improvement plan as necessary in conjunction with the course or clerkship director and the Associate Dean for Medical Education. The results and improvement plan will be presented first to the CI COM Curriculum Committee and then to the dean for final approval.

The Office of the Associate Dean for Medical Education will be responsible for collecting program outcome data and ensuring its use for program improvement. This position will be an individual with expertise in program evaluation and data analysis. Examples of data to be collected include: internal exam results; licensure exam results; clinical skills assessment results; and rates of students completing the MD thesis project. Student advancement and graduation rates will be collected from the University's Office of the Registrar. Data on indicators like residency performance and practice types and locations will be collected via alumni and residency director surveys performed after the students graduate. The Office of Associate Dean for Medical Education will collect, analyze, and report on the data to program faculty and partners, ensuring the results are used to inform future plans and actions.

CI COM will also implement formal processes to collect and consider medical student evaluations of their courses, clerkships, and teachers, and other relevant information evaluative surveys that will be distributed to the students electronically and through input obtained through the course curriculum management software, at the conclusion of each course or clerkship. These evaluations will be mandatory to ensure sufficient numbers to provide both anonymity for the students and reliable data for the program, especially given the initial small class size.

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 program. Classroom space, anatomy and simulation labs, computer resources, and library services are sufficient for the program's needs. Carle Foundation Hospital has been identified as the clinical teaching site for all required clerkships for the charter class. Many electives will also be offered at Carle Foundation Hospital, though other sites are anticipated in order to expand elective offerings.

The CI COM curriculum will be delivered in a case-driven active learning format. As such, specific textbooks will not be required. As members of the University, CI COM students will have access to all University Library holdings. Direct services to medical students and faculty will be provided via an embedded librarian model, with medical librarians positioned in offices near to team study rooms in Everett Laboratory during academic year 2018 and the Medical Sciences Building from academic year 2019 on. The Grainger Engineering Library will serve as a hub for these embedded librarians, with seating for 1,486 simultaneous users, schedulable group study rooms, and the IDEA (Innovation, Discovery, DEsign, and DAta) Lab, which focuses on collaborative design and innovation in informatics, visualization, and entrepreneurship. CI COM's library services will benefit from two on-site librarians, 0.5 FTE graduate assistants, and the combined support of the additional seven FTE librarians in the physical, life, bioengineering, and data sciences. From their embedded location adjacent to 24-hour assigned team study rooms, the medical librarians will provide biomedical information literacy course offerings and specialized bioscience informatics instruction to individuals, group design projects, and classroom sessions. Examples of library training programs, instruction, continuing education and training that might be provided are programs on medical informatics, evidence-based practice, executing systematic reviews, medical engineering methods and technologies, programs on research data services and management, health literacy, patient education, and consumer health. They will also serve as direct liaisons with the College of Medicine's faculty, clinicians, and students, and as appropriate, engage in the CI COM's faculty development programs and shared governance activities.

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

Fiscal and Personnel Resources

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

The MD program has self-supporting status. The CI COM intends to financially support this new program through tuition and fees, a major contribution of \$100 million from Carle, philanthropy, and other corporate contributions. The University will not request any new State General Revenue Funds. CI COM is not dependent on local tax support. In addition, consistent with LCME expectations, no individual source of funding will account for more than 50 percent of total College revenue. Further, the budget includes plans for tuition waivers and fellowships that will make the degree program affordable to deserving but financially-limited students and their families. The budget assumes that fully 30 percent of all potential tuition will not be collected.

CI COM will be staying within the financial resources presented in the “Business Plan to Establish a New College of Medicine in Urbana-Champaign” (October 2014). The University has submitted expenditure projections for the first five years of the CI COM and MD program. The projections show that the CI COM and MD program will operate with annual surpluses using sources of philanthropic support which include draws on endowments as well as one-time gifts to be expended on current operations and needs. Ongoing fundraising will continue to be a priority and has been accounted for in the CI COM’s feasibility study and other planning efforts. The research activities of the program will be supported largely through grant funding.

The University has adequate faculty, staff, and other instructional resources to launch and administer the proposed program. The Dean of CI COM has put in place an initial interim leadership team that is qualified and has the experience to lead the implementation and launch of CI COM and its MD degree program. The dean is also moving rapidly to put in the processes necessary to recruit a permanent team as quickly as possible while ensuring adherence to a fair and transparent process. The leadership team reflects input from expert consultants in the field of medical education as well the experience and knowledge of the dean. Similarly, a large cadre of faculty have been named as interim co-course directors and clerkship directors for the courses and clerkships that are at the core of the MD degree. In a desire to bring together engineering, the basic health sciences, and clinical sciences from the start into all the courses, co-directors from each of these fields were appointed on an interim basis to develop these courses. The course and clerkship clinical directors are physicians with expertise well aligned with the clerkships and courses to be delivered. The same is true for the basic science and engineering faculty assigned to the courses. In the case of the physicians and basic science faculty involved, many have taught in the current University of Illinois College of Medicine, Urbana regional campus.

Accreditation/Licensure

The MD degree program is designed to meet licensure requirements in Illinois and LCME accreditation requirements, as well as to prepare students to succeed on all parts of the required United States Medical Licensing Examinations. The University has already applied for and been granted applicant status by the LCME. The University submitted documentation to the LCME to become a candidate school November 30, 2016. A favorable review of this submission is expected to result in CI COM being granted candidate status in February 2017 with a site visit to be conducted in a 2017 June-July time frame. Preliminary accreditation is expected to be granted by the LCME in October 2017.

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 Doctor of Medicine 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.

Western Illinois University

Proposed Center Title in the Region of Authorization: Department of Liberal Arts and Sciences in the Western 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 liberal arts and sciences. The Department of Liberal Arts and Sciences (DLAS) will be an academic department equivalent in standing to all other academic departments within the College of Arts and Sciences and will be an approved tenure unit for faculty promotion and tenure consideration. The DLAS will be fully integrated within the College and will further the University's mission to empower students, faculty, and staff to lead dynamic and diverse communities.

Background

Western Illinois University (WIU or the University) requests approval to establish a Department of Liberal Arts and Sciences (DLAS) within the College of Arts and Sciences (CAS) located in Macomb, Illinois. At this time, Liberal Arts and Sciences currently exists as independent academic programs which offer interdisciplinary degrees at the undergraduate (BLAS) and graduate (MLAS) levels within the CAS. As the University restructures academic programs and reassigns existing faculty, the DLAS has been designed to house not only these two programs but also three displaced minors (African American Studies, Religious Studies, and Women's Studies) which do not currently have a departmental home due to the phasing-out of their corresponding degree programs and dissolution of their respective departments. Creation of the DLAS by the University will provide a mechanism for securing an official operating budget as well as the ability to assign dedicated faculty members to these programs as opposed to relying on faculty from other departments to offer core courses, as has been done in the past.

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 Department of Liberal Arts and Sciences is being proposed to serve as a single, identifiable locale for the College of Arts and Sciences interdisciplinary programs that focus on inclusivity and diversity. The purpose of the DLAS is to address important regional needs for a high quality department as the disciplines to be represented in the Department provide curricular diversity consistent with the Macomb area being the most diverse area out of a six-county region. The presence of faculty and students who can speak to issues of diversity and inclusion at community or organizational events, specifically with regards to race, ethnicity, and religion, will be a contributing asset to the region.

The Illinois Public Agenda for College and Career Success

The University, the Department, and the programs housed within the DLAS will contribute to the attainment of the educational goals set forth in the *Illinois Public Agenda for College and Career Success*. WIU has consistently provided high-quality, affordable education through their cost guarantee programs, and WIU remains the only state institution to guarantee tuition, fees, and room and board rates for four years. The Department's degree programs focus on transferable skills developed through multidisciplinary learning which will produce a pool of potential employees who are broadly educated across general areas of the liberal arts and sciences. Providing an educated labor force is a vital prerequisite to regional economic growth. Minors in African American Studies, Religious Studies, and Women's Studies will provide diversity to the curriculum that is also useful to students in a variety of fields of study such as Law Enforcement and Justice Administration where understanding of issues related to discrimination and social justice are assets to potential employers.

Comparable Institutes and Centers in Illinois

The University identified public and private institutions in Illinois and other states with similar programs and departments as part of the process of developing the proposed DLAS. Public universities within the state with either a unit or degree programs for liberal arts include Chicago State University, Southern Illinois University Edwardsville, and University of Illinois at Springfield.

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 Liberal Arts and Sciences supports the mission and priorities of the University and will provide students at WIU a single point of access to various multidisciplinary programs offered by the College of Arts and Sciences. A core mission of the University is to provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service that is grounded in interdisciplinary, regional, and global perspectives. By combining the current LAS degree programs and minors into one department, the Department and its academic programs directly relate and contribute to the University's strategic plan as the DLAS will reflect diversity, not only among the faculty themselves, but also by their disciplinary perspectives and the courses offered. Further, the DLAS will create collaborative opportunities for more synergistic research and teaching, possibly leading to grant opportunities and enhanced curricular innovation. These efforts may generate grant funding and help sustain the University's outreach and service mission, both of which meet University strategic objectives.

Assessment of Outcomes

As with other programs, the Department of Liberal Arts and Sciences and its programs will be reviewed in the University's formal cyclical program review process. The Department chair will be required to prepare a consolidated annual report based on results of an evaluative process that is used as the basis for determining the unit's effectiveness. Measures that will be used as evidence that the unit's outcomes are achieving stated objectives include the number of students enrolled in Liberal Arts and Sciences degree programs and minor options, as well as an increase in collaborative research across disciplinary lines.

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 Liberal Arts and Sciences will be housed entirely in the College of Arts and Sciences and staffed by its employees and faculty. Classroom, technology, and library resources are sufficient for the DLAS programs' needs. Library resources are also already in place since the academic content courses in these programs already exist and are supported. No new office or meeting spaces will be needed to accommodate the new department.

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 Liberal Arts and Sciences will be housed entirely in the College of Arts and Sciences, and will be staffed completely by CAS' employees and faculty including those who have been reassigned from other departments that are being dissolved. The DLAS will have the same structure as other academic departments at the University, with the Department Chair reporting to the Dean of the CAS, who reports to the Provost. There will be dedicated faculty and staff as well as faculty cross-appointed from other academic departments. These faculty members will teach in their departments' educational programs and they will collaborate on research projects associated with race, gender, and religious issues.

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 DLAS will come from the College of Arts and Sciences; no new state resources or University funds will be needed to establish the Department. Because the current faculty salaries and operating funds will be transferred from the existing departments into the new Department, the University anticipates a cost savings of more than \$280,000 in Fiscal Year 2017 and approximately \$81,000 in Fiscal Year 2018. This savings reflects a reduction in administrative personnel and operating expenses across three separate departments.

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.

Specialized accreditation is not required for this administrative unit.

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 Liberal Arts and Sciences including a description of the mission, objectives, and structure will be available on the WIU website.

Staff Conclusion

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