

**APPROVED  
DECEMBER 4, 2018**

Item #E-3  
December 4, 2018

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

**Submitted for:** Action.

**Summary:** This item requests approval of two degree programs and one law school at two public universities.

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

University of Illinois at Chicago

- Master of City Design in the Chicago Region
- UIC John Marshall Law School in the Chicago Region

University of Illinois at Urbana-Champaign

- Bachelor of Science in Information Sciences in the Prairie Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Executive Summary – Public Institutions**

University of Illinois at Chicago

- Master of City Design in the Chicago Region

University of Illinois at Chicago requests authorization to offer a 38 credit hour Master of City Design in the Chicago Region. The proposed program will address employment demands for urban design professionals equipped with interdisciplinary knowledge and spatial analysis skills in a rapidly developing professional landscape. University of Illinois at Chicago has offered a specialization in urban design through its Master of Urban Planning and Policy degree since 2010, but faculty realized that the 12-credit sequence of courses required for the specialization was insufficient to train students for careers in urban design. The proposed Master of City Design will fill this gap and prepare students for entry-level urban design employment or enable them to gain acceptance to doctoral programs in urban planning and design. The proposed degree program leverages existing resources by involving staff from well-established and connected research units in the College of Urban Planning and Public Affairs, such as the Great Cities Institute and the Voorhees Center for Neighborhood and Community Improvement, in instruction. The proposed Master of City Design is an intensive face-to-face graduate degree program to be completed in one year including fall and spring semesters and a four-week summer session. 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.

- UIC John Marshall Law School in the Chicago Region

The University of Illinois at Chicago (UIC) requests approval to establish a school of law by acquiring the John Marshall Law School (JMLS) in the Chicago region. The law school, UIC John Marshall Law School (UIC JMLS), would be the 16th college at UIC, fill a critical need at UIC, enrich and deepen UIC's disciplinary offerings, and continue to fulfill both institutions' missions to and traditions of providing access to outstanding public education to racially, ethnically, and economically diverse populations. Currently, no public law school exists in Chicago. UIC is the only public research university in Chicago and is one of four Research 1 (R1) Carnegie schools in Illinois, but the only public R1 University without a law school. JMLS's acquisition by UIC would offer the law school and UIC myriad opportunities to enhance the teaching, research, and service aspects of their missions. The new law school's administrative, financial, and governance functions will be managed within the UIC campus' established policies and processes. No new State general revenue funding is requested in this proposal. JMLS currently has no debt and no operating deficit. Funding, staffing, space, and equipment for the UIC JMLS will come from revenue generated through tuition and fees as well as \$5 million in unrestricted endowment funds JMLS will transfer to UIC as part of the closing agreement.

#### University of Illinois at Urbana-Champaign

- Bachelor of Science in Information Sciences in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Bachelor of Science (BS) in Information Sciences in the Prairie Region. The proposed program, offered by the School of Information Sciences, features an interdisciplinary, human-centered, and user-focused approach to understanding the place of information in society that will provide students with a foundation in the information sciences along with the analytical and technical skills necessary for the 21st century knowledge economy. The BS requires a completion of 123 semester hours with at least 40 upper-division hours and 51 hours in the School of Information Sciences. Possible professional roles for graduates of the proposed degree include technology support specialist, information policy analyst, user experience designer, web developer, computer systems analyst, information security analyst, database administrator, instructional coordinator, data manager, project manager, and information systems manager. 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.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago Authorization to Grant the Master of City Design degree in the Chicago Region and Authorization to Establish the UIC John Marshall Law School in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign Authorization to Grant the Bachelor of Science in Information Sciences in the Prairie 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.*

## University of Illinois at Chicago

**Proposed Program Title in the Region of Authorization:** Master of City Design in the Chicago Region

*Projected Enrollments and Degrees:* University of Illinois at Chicago has indicated that enrollment in the proposed Master of City Design is projected to grow from ten students in the first year to a maximum of 25 students in the fifth year. It has projected also that 25 degrees will be awarded in the fifth year.

### Background

The University of Illinois at Chicago (UIC or the University) requests authorization to offer a new Master of City Design (MCD). If approved, the MCD degree will be administered by the Department of Urban Planning and Policy (UPP) within the College of Urban Planning and Public Affairs (CUPPA). Like other degree programs offered by UPP, the MCD curriculum was built on a “social problem” approach to graduate education stemming from the belief that urban issues need to be studied as complex social, economic, and political phenomena in a spatial context. Students learn to view urban socio-spatial problems and compose planning alternatives by engaging key stakeholders to ensure professional knowledge and skills are aligned with community needs and values. The proposed degree grew out of demand from students at UIC and other institutions who wanted to pursue specialized education in the field of urban design beyond the current 12-credit specialization in Spatial Planning and Design offered as an option within the Master of Urban Planning and Policy degree. The MCD will offer an interdisciplinary learning experience that integrates an urban design curriculum with UPP’s strengths in community and economic development and environmental planning. Staff from well-established and connected CUPPA research units such as the Great Cities Institute and the Voorhees Center for Neighborhood and Community Improvement will be directly involved in instruction. The MCD degree will address employment demands for urban design professionals equipped with interdisciplinary knowledge and spatial analysis skills in a rapidly developing professional landscape driven by the growth of urban areas and megaregions worldwide. Graduates of the MCD program will be prepared for entry-level urban design employment or doctoral studies in urban planning and design.

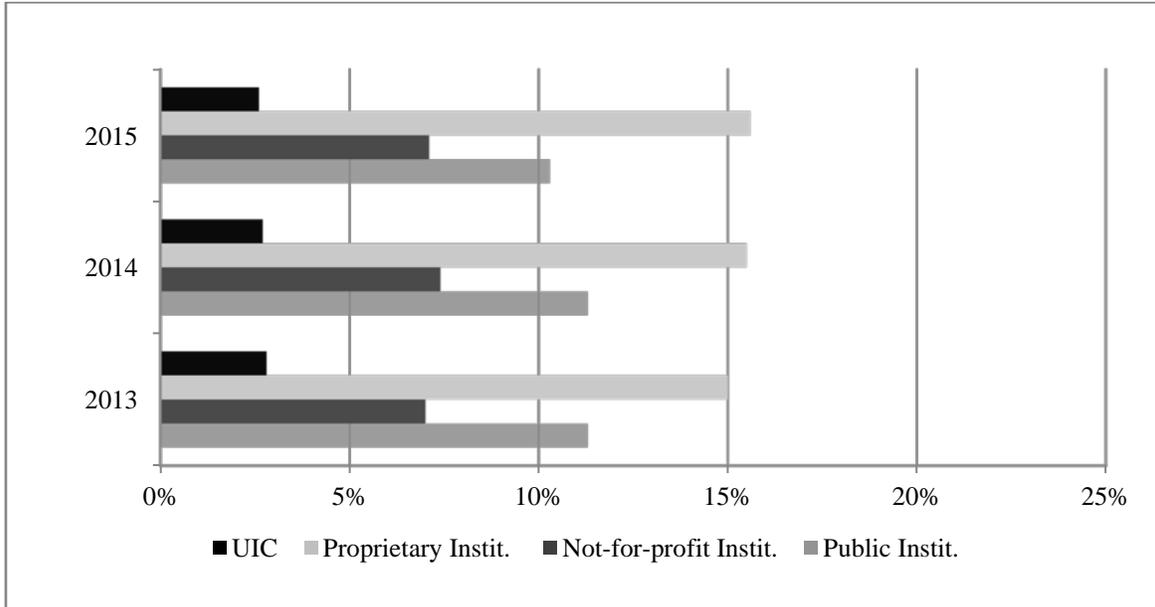
### Institutional Data

*1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate 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, U.S. Department of Education

Note: University of Illinois at Chicago is a public institution. A lower number is a positive indicator.

### Student Loan Default Rate

The three-year student loan default rate for UIC was 2.6 percent in 2015, 2.7 percent in 2014, and 2.8 percent in 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

### Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State 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 MCD degree forms part of a growing list of similar programs, nationally and internationally, that intend to differentiate between urban design and urban planning, although the National Center for Educational Statistics still groups them under one CIP code (Classification of

Instructional Programs) and the Bureau for Labor Statistics (BLS) groups their occupational outlooks together. UIC is one of a handful of universities in the Midwest attempting to fill a gap in urban design programs in the region as most similar programs are offered at universities on the east and west coasts. Graduates of the proposed MCD program will help meet demand from large planning and design firms located in Chicago. Nationally, the BLS predicts a 13 percent growth rate for urban and regional planning professions (compared to a seven percent average growth rate for all professions). Furthermore, the proposed program will meet current demand by international students who desire to acquire knowledge of urban planning and design and apply it in their home countries.

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

The MCD degree will support Goal 4 of *The Illinois Public Agenda for College and Career Success*. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The proposed program will be co-taught by Department of Urban Planning and Policy faculty, researchers from the Great Cities Institute and the Voorhees Center for Neighborhood and Community Improvement, and practitioners from design firms and consultants based in the Chicago area. These practitioners include the Center for Neighborhood Technology, Metropolitan Planning Council, Chicago Metropolitan Agency for Planning, Chicago Park District, Chicago Housing Authority, Farr Associates, and Studio Gang. This cooperative effort will integrate Illinois' public and private assets and expose students to a wide range of ideas and opportunities.

### **Comparable Programs in Illinois**

The proposed MCD degree would offer a new perspective to urban design that is not currently offered in Illinois. Similar programs include specializations in "urbanism" within the Master of Architecture programs at the University of Illinois at Urbana-Champaign (UIUC) and UIC, and an "urban-based" MS in Architecture offered by the Illinois Institute of Technology's College of Architecture. While urban planners combine social, economic, and political concepts in their study of spatial relationships that shape the location and interaction between buildings and infrastructure, graduates of the proposed MCD program will learn how to plan for the physical design of cities using spatial thinking that combines analyses of places, meaningful engagement with diverse communities, and design knowledge across scale. Governments, foundations, community organizations, and other agencies seeking to anticipate and cope with the unexpected interactions generated in the process of making and using the physical features of settlements will require this type of knowledge. In addition to these architecturally-oriented urban planning programs, UIUC's Department of Landscape Architecture is currently developing a proposal for a Master in Sustainable Urban Design which focuses on the natural environment and resources as key factors in achieving sustainability. None of these programs compete or overlap with the proposed MCD program; rather, they complement each other.

### **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 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 programs 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.*

*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

To be admitted to the MCD degree program, students must hold a baccalaureate degree in the field of architecture, landscape architecture, urban studies, urban planning, or other creative field with a GPA of at least 3.00/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study. Relevant professional experience of two or more years is strongly recommended. Admissions tests are not required but applicants for scholarships must submit GRE general scores, as should applicants with undergraduate degrees from universities outside the U.S. Three letters of recommendation and a personal statement are required. In addition, applicants must submit a portfolio comprising their most important and representative visual arts, design, research, and/or professional work.

### Curriculum

The MCD program curriculum consists of courses offered by the College of Urban Planning and Public Affairs' Department of Urban Planning and Policy. The program operates as a one-year (fall, spring, and four-week summer session) graduate program accepting students in the fall semester. Students must complete all the academic and studio course requirements as well as a sufficient number of electives to reach 38 credit hours in total. Academic offerings include courses in urban spatial analysis and visualization, urban design, and global urbanization and planning. Hands-on field-based urban and city design studio workshop learning provides immersive exposure to integrated design and contemporary professional practice in complex urban places across Chicago. Two urban design charrettes focus on intense investigation of a place-based community followed by meaningful engagement with a spectrum of stakeholders including local residents. In the first charrette, students engage in an immersive design experience in complex urban settings such as inner-city neighborhoods and post-industrial communities. In the second charrette, students focus on obtaining and incorporating community input, organizing and conducting town hall meetings, making public presentations and showcasing design work at civic venues. Upon completion of these charrettes, students will have fulfilled the following requirements: a project that demonstrates ability to produce easy-to-read drawings and maps

illustrating various scenarios for presentation to diverse audiences of stakeholders; a public presentation and report that demonstrate ability to solicit and incorporate stakeholder input with analysis of public input; and a report that demonstrates ability to identify and analyze data relevant to a civic-improvement planning and design intervention.

### Assessment of Student Learning Outcomes

Each course in the MCD program curriculum serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include quizzes, midterm/final exams, response papers, analytical papers, discussion forums (both online and in-class), guided in-class and outside of class learning activities, classroom discussion facilitation, literature reviews, media dossier projects, final presentation, jury review of design work/portfolio, service learning projects (which include both self-assessments and supervisor assessments), and independent and group research projects. Assessment of the learning outcomes within each course takes place throughout each semester. Successful completion of each course with a grade of B or higher reflects that students have met the goals within the course. Indirect measures of student learning outcomes include an exit survey required of all graduates to assess the proportion of graduates entering the city/urban design profession, a recent-graduate survey conducted six months after graduation to solicit graduates' opinions of preparedness and job search experiences, and continuous monitoring of employment status of graduates post-graduation using LinkedIn or other periodic surveys.

The degree requires a cumulative 3.0 GPA, and faculty have a target goal of 75 percent of students achieving a 3.5 GPA or higher. Students receiving below a B in any course must meet with their course instructor and the Director of Graduate Studies to identify a plan to meet these learning objectives.

### Program Assessment

The University has established processes to monitor the overall effectiveness of the MCD program on an annual basis to ensure that students' needs are met. These processes will include assessments of external and internal program contexts carried out by faculty and staff of the Department of Urban Planning and Policy, in collaboration with the Head and Director of Graduate Studies and student representatives. Assessment of the external context will include a comparison of MCD program outcomes relative to other US city/urban design programs in terms of enrollment, admission selectivity, minority recruitment and other measures of student body diversity, faculty composition and competitiveness in areas such as tuition rates and financial assistance to students. Assessment of the internal context will include a review of course syllabi and evaluations, student internship evaluations and surveys, alumni surveys, focus groups with students and employers, and faculty annual reports. A faculty committee and student representatives will review these outcome measures and identify problematic areas or potential new initiatives. Subsequently the faculty committee will present their assessment and findings at an annual faculty retreat. Each review results in recommended or required actions to maintain or improve program quality.

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

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

*institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

The program will require renovation and furnishing of approximately 1500 square feet of identified existing space within the College of Urban Planning and Public Affairs as a dedicated studio for the Master of City Design program. All other current facilities, including library resources, computer labs, a wireless network, and classrooms, are adequate to support 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. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that 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.*

No additional staff are anticipated for the new program, but one new tenure-track Assistant Professor with expertise in urban design will be hired with support from a new University-wide program. Additionally, adjunct faculty and graduate teaching assistants will help teach the six new courses offered as part of the Master of City Design degree.

### **Fiscal and Personnel Resources**

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed program. The Department of Urban Planning and Policy which will administer the Master of City Design has adequate resources to implement the proposed program. The College of Urban Planning and Public Affairs will make an initial investment to cover the cost of renovating the dedicated studio for the proposed program, and the departmental budget will cover the cost of financial aid offered in the form of scholarships and stipends to selected students in accordance with current department policies.

## **Accreditation and Licensure**

*1050.30(b)(3)[applicable only to units of instruction]: 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.*

No specialized accreditation, licensure nor certification requirements exist for the proposed Master of City Design.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. 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 proposals and will be published on the University's website.

## **Staff Conclusion**

The staff concludes that the Master of City Design proposed by the University of Illinois at Chicago 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 Center Title in the Region of Authorization:** UIC John Marshall Law School in the Chicago Region.

*New Administrative Unit:* This proposal is for the establishment of the UIC John Marshall Law School (UIC JMLS). The Law School will be integrated within the University and will further the campus' mission to provide outstanding public education to racially, ethnically, and economically diverse populations in Illinois.

## **Background**

The University of Illinois at Chicago (UIC or University) requests approval to establish a school of law by acquiring the John Marshall Law School (JMLS). UIC and JMLS share a long tradition of providing access to education to students from historically underserved communities in the City of Chicago and the State of Illinois. The private, independent John Marshall Law School was founded in 1899 on the principle of offering working professionals from all walks of life the opportunity and access to study law. JMLS is nationally recognized for excellence in legal writing, intellectual property law, trial advocacy, diversity, and a variety of other employment and practice measures. Meanwhile, UIC is a Research 1 (R1) institution and is one of the top five most diverse campuses in the nation. What was called University of Illinois Chicago Circle was founded in 1965 as a result of the consolidation of parts of the University of Illinois' Chicago-based, historic 19th-century colleges of medicine, dentistry and pharmacy, and the Chicago Undergraduate Division of Navy Pier. The institution has since consolidated all of its campuses and facilities into the University of Illinois at Chicago.

UIC's mission is to create knowledge that transforms us and the world; provide a wide range of students with the educational opportunity only a leading research university can offer; address the challenges and opportunities facing Chicago and all Great Cities of the 21st century; foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world; and train professionals in a wide range of public service disciplines, serving Illinois as the principle educator of health science professionals and as a major provider to underserved communities. The acquisition of JMLS will facilitate this mission by integrating its faculty, who will continue to provide an exemplary law education and pro bono work in the community, with UIC faculty to create new multi- and interdisciplinary curricula and research opportunities. JMLS currently offers Juris Doctor (JD), Master of Laws (LLM), and Master of Jurisprudence (MJ) degrees for which separate proposals will be submitted in the appropriate order to the UIC Senate, University Senates Conference, University of Illinois Board of Trustees, and the Illinois Board of Higher Education. Additional potential new joint-degree programs at the graduate and professional levels include JD/MD, JD/MBA, JD/MSW, and JD/MPA.

## **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate 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 consistent with the educational priorities and needs of the State 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 UIC John Marshall Law School fills a gap by establishing the only public law school in Chicago, and providing opportunities to enhance each institution's existing missions of excellence in teaching, innovative research, and community service and engagement. Undergraduate and graduate students, law students, faculty, and the public will benefit from this merger through new collaborations, co-teaching, and the creation of new interdisciplinary courses and curricula that bring together critical areas of inquiry. Research will be enhanced through the important areas being researched at UIC where adding the perspective of a legal scholar would broaden and improve the inquiry. JMLS and UIC will be able to collaborate and grow expertise in common existing programs and services, including extensive community service through legal clinics where students gain valuable, supervised experience offering free legal services to clients in the areas of veterans' affairs, domestic violence, international human rights, fair housing, family law, and landlord-tenant issues, among others. Finally, JMLS and UIC share similar core principles and missions, commitments to diversity, access, excellence, and service. Therefore, the establishment of the proposed UIC JMLS will enable the institutions to economize their efforts in reaching similar populations, as well as expanding those populations' access to excellent educational, scholarly, and professional opportunities.

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

The proposed UIC John Marshall Law School supports Goals One and Two of the *Illinois Public Agenda for College and Career Success*. Goal One, to increase educational attainment to match the best-performing states, will be met by providing historically underserved students the opportunity to earn an affordable and timely law degree, as well as providing students in medicine, business, public health, social work or other disciplines joint degrees in law, or non-law students seeking a master of jurisprudence to attain an important credential. Goal Two, to ensure college affordability for students, families and taxpayers, will be met through the availability of a public law school option, which currently does not exist in the Chicago area, as well as the option of enrolling in a "3+3" bachelors-law degree program. Through this program, students can enter law school after three years of pursuing their undergraduate degree and then count their first year of law school toward the final year of their undergraduate degree, thus saving one year of tuition.

## **Comparable Institutes and Centers in Illinois**

Other public institutions in Illinois, including the University of Illinois at Urbana-Champaign, Southern Illinois University Carbondale, and Northern Illinois University, have associated public law schools. As well, the University of Chicago and Northwestern University, private R1 schools, also have associated private law schools, and there are several private law schools (Loyola, DePaul, and Chicago-Kent) in the Chicago area. However, no public law schools

exist in Chicago. Given the diverse population with professionals from all walks of life who desire an affordable and time-sensitive law education in Chicago, the proposed UIC John Marshall Law School fills a unique purpose and need especially since it would also be the only public law school in Illinois that offers a part-time program for people who want to earn a law degree but are unable to attend law school on a full-time basis.

### **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 UIC John Marshall Law School supports two core elements central to the missions of both the University of Illinois at Chicago and the John Marshall Law School: providing access and opportunity to the most diverse populations of students from historically underserved communities and serving the citizens of Chicago and Illinois by providing excellence in teaching, scholarship, and public service. The establishment of the proposed UIC JMLS will enable both institutions to better carry out their common missions.

### **Assessment of Outcomes**

At UIC, deans present an annual report to their direct supervisor (either the provost or the vice chancellor for health affairs in the case of the health-science-affiliated colleges and school) about the progress of their unit over the course of the past academic year. The deans are responsible for their unit's performance in all aspects and for demonstrating that their unit's processes, goals, and outcomes are aligned with the University's strategic priorities. In addition, the University of Illinois statutes require a more comprehensive review of the performance of the dean by the executive committee of that college or school at five-year intervals. Under the proposed acquisition, the dean of JMLS will become the tenth dean reporting to the UIC provost, and as such will become subject to the above-described review processes. Specific measures that will be used as evidence of the new unit's success include:

- Increase the entering credentials of J.D. students to at least a 152 LSAT median and 3.5 GPA within the next five years;
- Reach a two-year bar pass rate of at least 88 percent;
- Score within five percent of the Illinois state average for in-state schools for first-time bar takers;
- Place at least 86 percent of JMLS graduates who are seeking employment in full-time jobs within ten months after graduation;
- Remain a top-ranked school for Intellectual Property, Legal Writing, and Trial Advocacy;
- Become a Top 100 school by 2025;
- Hire approximately eight new faculty over the first two years following acquisition;
- Hire three nationally recognized professors in the areas of Intellectual Property, Law and Health Sciences, and Public Lawyering;
- Continue providing more than \$7 million in pro bono services within Illinois;
- Continue serving economically deprived households and communities in Illinois, particularly in Chicago; and
- Remain in compliance with the American Bar Association (ABA) Standards and the Bylaws of the Association of American Law Schools.

## **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.*

JMLS will continue to occupy its current facilities located in four buildings in Chicago's Loop area. The law school has three courtrooms and 28 classrooms recently outfitted with dedicated computers, digital projectors and screens, and speakers for audio projection. Another recent major renovation added a large clinical space out of which about half of the JMLS clinics operate. JMLS continues to provide regular maintenance to keep facilities in good condition to promote the program of legal education. Furthermore, pursuant to the American Bar Association's Standards for the accreditation of law schools, JMLS has and will continue to maintain a law library with sufficient resources to support the school's program of legal education and ensure high quality academic work. The law library subscribes to the major legal research databases used in both legal education and law practice in addition to a wide array of more specialized legal research 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. 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. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation.... E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that 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.*

Upon the establishment of UIC JMLS, all JMLS employees at and below the level of dean will transfer to the UIC system. Faculty members will become full-time faculty members at UIC and retain their tenure status, faculty title, salary, and eligibility to apply for leave which, for the first seven years would substitute for a sabbatical. Under this contractual leave provision, UIC JMLS faculty would receive the same length of leave and the same salary they would have received if granted a sabbatical at JMLS. Additionally, JMLS has approximately 105 non-faculty staff who will also transition to UIC to continue serving students. This staff, covered by the law school's budget, is appropriate to maintain ABA approval.

In terms of pension benefits, all JMLS employees will become new UIC employees effective on the date the acquisition closes. As of October 2018, there were 162 benefit-eligible faculty and staff. Similar to any other new employee hired at UIC, if a JMLS employee has prior

service at a State University Retirement System (SURS) eligible employer, and was certified before January 1, 2011, they will participate in Tier I. Employees who were certified as SURS-eligible on or after that date participate in Tier II, assuming they selected a defined benefit plan. UIC expects that practically all JMLS benefits-eligible employees will participate in either the Tier II defined benefit plan or the Self-Managed defined contribution plan.

### **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.*

Under the proposed budget and student enrollment scenarios based on JMLS's past performance, revenues are more than sufficient to cover staffing, space, and instructional resources over the next five years. These revenues include tuition and fees at a new discounted rate that reflects UIC JMLS's status as a public law school, grant funds, and at least one million dollars per year transfer from the JMLS cash reserves and/or endowment. For the first two or three years following the acquisition, UIC JMLS will retain about 97 percent of its revenue and the remaining three percent will be transferred to UIC to pay for miscellaneous administrative overhead costs consistent with the current rate charged to auxiliary services. Once UIC JMLS is fully integrated in the UIC budget model consistent with UIC's other professional colleges and programs, UIC JMLS will retain approximately 85 percent of its tuition revenue and transfer the remaining portion to UIC to cover overhead costs.

Under the parties' agreement, the JMLS Corporation and Foundation will, to the extent permitted by donor intent and the law, transfer to the University of Illinois Foundation all endowed and restricted funds at closing that they legally can provide. These include approximately \$7.7 million in permanently restricted endowments and \$8.3 million in restricted funds. To that end, JMLS is currently in the process of approaching living donors to request they revise their endowment agreements, and JMLS, UIC, and the University of Illinois are preparing to file a Verified Petition for Modification of Gift Instruments and Other Relief in the Circuit Court of Cook County to obtain other approvals, such as for deceased donors, under the Illinois Uniform Prudent Management of Institutional Funds Act. The five million dollars in endowment funds to cover operating expenses mentioned in the previous paragraph have already been transferred into a money-market fund to guarantee their short-term availability. After five years, the JMLS Corporation and Foundation will transfer all remaining unrestricted funds after the wind down to the University of Illinois Foundation for the benefit of UIC JMLS.

### **Accreditation and Licensure**

*1050.30(b)(3)[applicable only to units of instruction]: 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.*

The John Marshall Law School is accredited by the Higher Learning Commission and the American Bar Association Section of Legal Education and Admissions to the Bar. The University of Illinois at Chicago is accredited by the Higher Learning Commission and the UIC John Marshall

School of Law will maintain accreditation from the American Bar Association Section of Legal Education and Admission to the Bar.

### **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. 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 UIC John Marshall Law School will be available on the University's website.

### **Staff Conclusion**

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

## University of Illinois at Urbana-Champaign

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Information Sciences in the Prairie Region

*Projected Enrollments and Degrees:* University of Illinois at Urbana-Champaign has projected enrollment will grow from 50 students in the first year to 250 students in the fifth year. The University projects 75 degrees will be awarded in the fifth year.

### Background

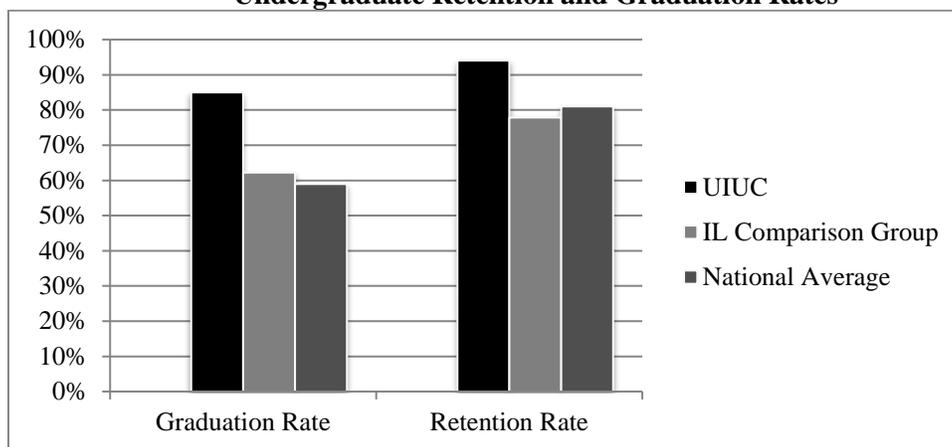
University of Illinois at Urbana-Champaign (the University or UIUC) is seeking authority to offer a Bachelor of Science (BS) in Information Sciences in the Prairie Region. The proposed program requires a completion of 123 semester hours with at least 40 upper-division hours and 51 hours in the School of Information Sciences. Twenty-one of these 51 hours are required and the other 30 consist of electives in pathways such as Data Curation and Management, Information Privacy and Policy, Information Sciences and Culture, Youth Literature and Culture, and Information Design. The BS in Information Sciences program is designed to prepare students for a wide range of careers that require an awareness of how people interact with information as well as technical information management skills. The proposed program offers a strong foundation in information theory and social inquiry, as well as the analytical and technical skills necessary for the 21st century knowledge economy. The program will be administered by the School of Information Sciences.

### Institutional Data

*1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, 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 these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

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

### Undergraduate Retention and Graduation Rates



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

#### Undergraduate Graduation Rate

The University’s 2015-2016 graduation rate was 85 percent and the average among comparable Illinois institutions was 62.2 percent. The most current published national 2015-2016 average graduation rate available for public four-year institutions was 59 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

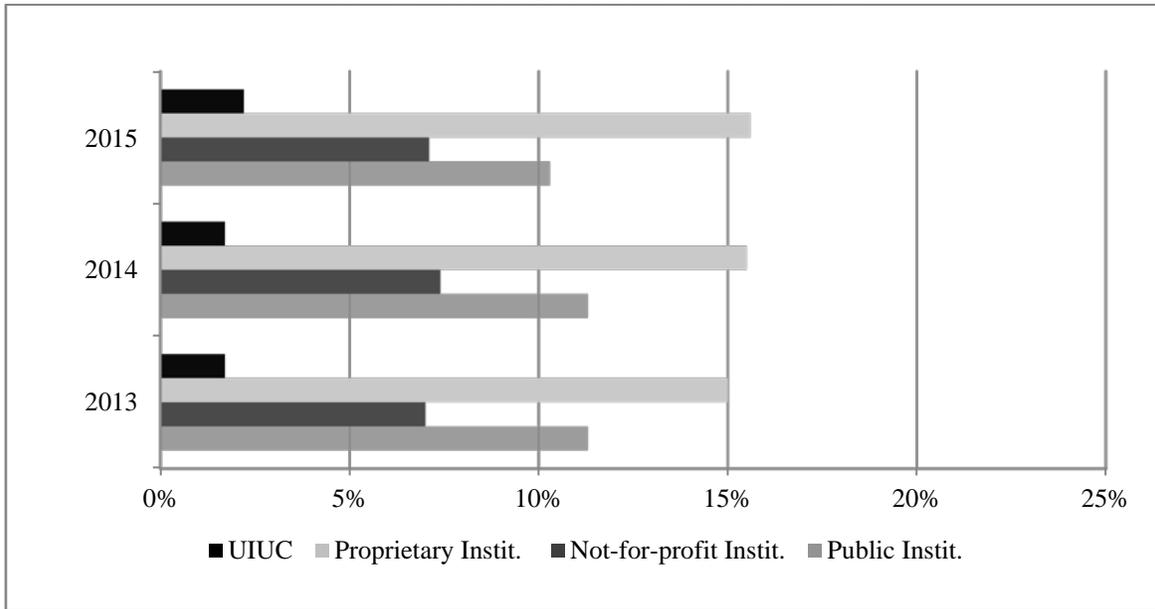
#### Undergraduate Retention Rate

The University’s 2015-2016 retention rate was 94 percent and the average among comparable Illinois institutions was 77.9 percent. The most current published national 2015-2016 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

#### Undergraduate Completions per 100 FTE

The University’s 2015-2016 completions per 100 full-time equivalent (FTE) rate was 22. The average among comparable Illinois institutions was 24.8. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

### Three Year Cohort Student Loan Default Rate



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

Note: UIUC 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 2.2 percent in 2015, 1.7 percent in 2014 and 1.7 percent in 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

#### Need

*1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State 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 BS in Information Sciences degree program is designed to prepare students to work in a variety of roles in corporations, government agencies, research centers, and nonprofits. Career options for graduates of this program along with their corresponding growth projections in the next decade by the Bureau of Labor Statistics include: instructional coordinators (11 percent); web developers (15 percent); computer systems analysts (9 percent); archivists, curators, and museum workers (13 percent); and computer and information systems managers (12 percent). Similarly, the Illinois Department of Employment Security projects strong growth in several potential career areas for graduates of the proposed degree including: information security analysts

(16.67 percent); web developers (32.42 percent); computer user support specialists (15.24 percent); computer systems analyst (24.49 percent); and database administrators (13.18 percent).

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

The proposed BS in Information Sciences (IS) degree program will contribute to Goal 1 of *The Illinois Public Agenda for College and Career Success* goals. Goal 1 is to increase educational attainment to match the best-performing states. Similar baccalaureate degree programs exist at several peer institutions including Rutgers University, Syracuse University, University of North Carolina, Indiana University, University of Michigan, and University of Washington, thus making it vital for UIUC to expand its IS degree offerings to include undergraduate education. The MS in Library and Information Science also offered by UIUC's School of Information Sciences is ranked number one by *U.S. News and World Report*, ahead of Washington, North Carolina, Syracuse, and Michigan who hold the second, third, fourth, and fifth place rankings, respectively. UIUC will build on this ranking and other strengths such as its faculty's reputation, commitment to education, and strong alumni, industry and nonprofit connections to offer undergraduate students a degree in information sciences that will prepare them for the wide variety of career opportunities outlined in the previous section.

### **Comparable Programs in Illinois**

Currently, no other public institution in Illinois offers a BS in Information Sciences degree. Two private universities offer somewhat related programs. The first is a BS in Informatics offered by Dominican University. The second is a Bachelor in Information Technology and Management offered by the Illinois Institute of Technology. The proposed BS in Information Sciences degree is unique among these programs for its greater emphasis on critical analysis, stronger mathematical foundation, and more human-centered focus from user experience to data analytics that help to meet social needs in the field.

### **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 in Information Sciences 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 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 programs 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.*

*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

The proposed BS in Information Sciences will follow the University's undergraduate admission policy and procedures. Consideration will also be given to applicants' computer skills, and international students must score at least 620 on the paper-based TOEFL (260 on the computer-based test or 104 on the iBT version), or a seven on each section of the IELTS. New, first-time freshmen will be admitted for the fall semester only. Inter-college transfer students may be considered for admission in the fall or spring semesters if they have earned a B or better in introductory courses and have a cumulative GPA of 2.50 or higher. Off-campus transfer students may apply early in the spring semester provided they will have completed at least 30 transferable hours by the end of the spring semester.

#### Curriculum

The proposed program requires a completion of 123 semester hours with at least 40 upper-division hours; and 51 hours in the School of Information Sciences. Twenty one of these 51 hours are required core courses and the other 30 consist of electives in pathways such as Data Curation and Management, Information Privacy and Policy, Information Sciences and Culture, Youth Literature and Culture, and Information Design. Students must demonstrate proficiency in at least one programming language in order to graduate through either completion of a relevant course or by passing a proficiency test established by the School of Information Sciences. Instructional delivery method will be entirely face-to-face.

#### Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Examples of direct assessments include class participation, exercises, quizzes, exams, and project work. Annual reviews completed by each student's advisor will provide regularly scheduled opportunities to gauge progress toward degree completion and achievement of learning objectives. Examples of indirect assessments include job placement rates and graduate school acceptance rates.

#### Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to ensure students' needs are being met. Specifically, the School of Information Sciences will adapt and replicate strategies already in place for monitoring and evaluating its existing MS in Library Information Science and MS in Information Management degrees. These include ongoing review by a Curriculum Committee, regular end-of-semester review of teaching assessments, feedback from students, regular end-of-semester review of admissions offers and acceptances and student retention, annual job placement surveys, periodic cost comparisons with peer schools, and periodic comparisons to pathways at peer schools. The

proposed degree will also be subject to regular academic program review as coordinated by the Office of the Provost.

### **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 proposed program will use existing facilities, equipment, and instructional technologies. The School of Information Sciences has its own building with instructional spaces of various sizes and wireless access throughout. The learning management system, Moodle, provides space for each course's syllabus, forums, gradebook, etc. and Blackboard Collaborate supports synchronous delivery of instruction and virtual meetings for group project collaboration, faculty office hours, and consultation with technology and library staff.

The UIUC University Library's robust collection will support the BS in Information Science degree with books, full-text article databases, comprehensive ebook collections from relevant publishers, and core journals and reference sources. Some examples include ProQuest, EBSCO, and Springer, IEEE Ebooks, and Sage Research Methods Online.

### **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. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that 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 School of Information Sciences faculty and staff will support the proposed program with two exceptions. First, the University will hire four new faculty members the first year and more in coming years. Second, the University plans to hire two new staff members to meet the needs of the new undergraduate student population: an undergraduate student services coordinator and an academic advisor. These hires will be funded by current and future tuition revenue. The University has identified institutional policies that ensure that 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 University has adequate faculty, staff, and other instructional resources to administer the proposed BS in Information Sciences program.

## **Accreditation and Licensure**

*1050.30(b)(3)[applicable only to units of instruction]: 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.*

Unlike the MS in Library and Information Science upon which the proposed program is modeled and which is accredited by the American Library Association, there is no applicable specialized accreditation for the BS in Information Sciences.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. 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 BS in Information Sciences, 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 Information Sciences proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section

1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.