

**APPROVED
MARCH 5, 2019**

Item #D-3
March 5, 2019

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

Submitted for: Action.

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

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

Southern Illinois University Edwardsville

- Master of Public Health in the Southwestern Region

University of Illinois at Chicago

- Juris Doctor in the Chicago Region

University of Illinois at Urbana-Champaign

- Master of Science in Molecular and Cellular Biology in the Prairie Region
- Master of Sustainable Urban Design 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

Southern Illinois University Edwardsville

- Master of Public Health

Southern Illinois University Edwardsville requests authority to offer a Master of Public Health program with an emphasis on Public Health Leadership in the Southwestern Region. The proposed 46 credit hour hybrid degree program is designed to prepare students for leadership careers in public and community health. Upon completion of this degree, students will be prepared to take the Master Certified Health Education Specialist exam. The program will also prepare students to sit for the Certified in Public Health exam offered through the National Board of Public Health Examiners. The institution has outlined plans to obtain programmatic accreditation through the Council on Education for Public Health. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

University of Illinois at Chicago

- Juris Doctor in the Chicago Region

University of Illinois at Chicago (UIC) requests authorization to offer the Juris Doctor (JD) degree in the Chicago Region. The proposed program, offered by the newly acquired UIC John Marshall Law School (JMLS), will prepare individuals to enter the practice of law or to work in a wide variety of law-related or professional fields. Chicago's first and only JD program at a public university, the proposed program will emphasize academic support and hands-on, practical skills training. Currently, as its acquisition by UIC is still being finalized, JMLS distinguishes itself

among other law schools in Illinois by including an academic success requirement in the first-year curriculum, by the number of required lawyering skills credits, and by the clinical and externship opportunities offered to its students. UIC JMLS plans to continue in this tradition. The proposed JD curriculum is made up of 53 core course credit hours and 37 elective credit hours, and is flexible with both full-time and part-time (day or evening) options, as well as a January start option. Instructional facilities, currently being transferred from JMLS to UIC as part of the acquisition agreement, are adequate to support the proposed program. 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.

University of Illinois at Urbana-Champaign

- Master of Science in Molecular and Cellular Biology in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Master of Science in Molecular and Cellular Biology (MS in MCB) in the Prairie Region. The proposed program, offered by the School of Molecular and Cellular Biology (the School), will provide an educational option for advanced study in the field of molecular and cellular biology without requiring a thesis component. It is geared towards students who want advanced preparation for professional school or future careers in industry, government, or academia. The MS in MCB requires a minimum of two full-time semesters and the completion of 32 credit hours with a GPA of 3.0 or higher. Students may choose from a wide range of course topics including biochemistry, molecular genetics, cell biology, microbiology, neurobiology, system and computational biology, physiology, and advanced laboratory methods. The School currently has the capacity to enroll additional students in the courses required for the proposed program, and there are no plans to request additional faculty or resources. 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.

- Master of Sustainable Urban Design in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Master of Sustainable Urban Design (MSUD) degree in the Prairie Region. The proposed program, offered by the College of Fine and Applied Arts and Department of Landscape Architecture, would offer architects, landscape architects, and urban planners the opportunity to enhance their skills and knowledge of urban design with a sustainability focus. The MSUD degree requires 11 months of study with courses to be delivered in the fall, spring, and summer terms. Students must complete at least 36 hours of courses in urban landscape, urban design, sustainable planning, real estate development, and elective topics related to urban design, culminating in a summer capstone project. Students must maintain a cumulative GPA of 2.75 to graduate. Current classroom and library facilities are adequate to sustain the proposed program, and the cost of hiring one new faculty member will be covered by tuition generated by the MSUD program. 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 C.

The staff recommends adoption of the following resolutions:

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

The Illinois Board of Higher Education hereby grants to the University of Illinois at Chicago authorization to establish the Juris Doctor 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 the University of Illinois at Urbana-Champaign authorization to establish the Master of Science in Molecular and Cellular Biology and the Master of Sustainable Urban Design 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.

Southern Illinois University Edwardsville

Proposed Program Title in the Region of Authorization: Master of Public Health in the Southwestern Region.

Projected Enrollments and Degrees. Southern Illinois University Edwardsville projects enrollment of ten students in the first year, increasing to 40 by the fifth year.

Background

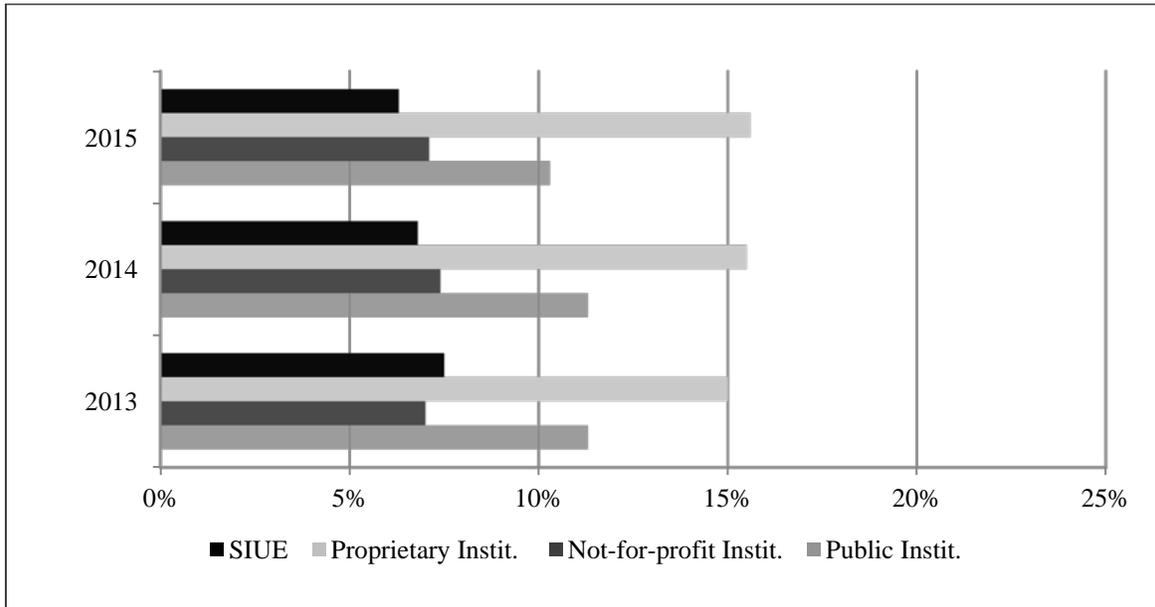
Southern Illinois University Edwardsville (SIUE or the University) requests authority to offer a Master of Public Health (MPH) in the Southwestern Region. The proposed MPH, which is based on the institutional goals of establishing programs in health sciences, is designed to prepare students for leadership roles in communities and health agencies that prevent diseases and promote strategies to improve the health of individuals and communities. The program will address all core areas of public health by examining the biological, social, psychological, physical and environmental factors that impact society. Upon completion of this degree, students will be prepared to take the Master Certified Health Education Specialist (MCHES) exam. The program will also prepare students to sit for the Certified in Public Health (CPH) exam offered through the National Board of Public Health Examiners (NBPHE). Program graduates will find enhanced career opportunities in: community and public health practice; health education, promotion, and policy; consulting/private practice; and management, research, and education. The institution has outlined plans to obtain programmatic accreditation through the Council on Education for Public Health (CEPH).

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: Southern Illinois University Edwardsville is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Southern Illinois University Edwardsville was 6.3 percent in 2015, 6.8 percent in 2014, and 7.5 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.

According to the Bureau of Labor Statistics, employment of public health professionals is expected to increase 21 percent from 2012 to 2022, faster than average for all occupations nationally. In Illinois, the projected job growth for public health is 23 percent from 2012 to 2022, above average for all occupations in Illinois. In recent years, there has been an increased interest in promoting health and wellness, particularly as part of preventative healthcare in medical settings. Public health and community health professionals have the skills to use diverse intervention approaches to educate patients in healthcare settings about the importance of healthy behaviors to

prevent a wide variety of chronic and acute diseases, such as diabetes and heart disease. With the changes in healthcare funding and insurance, there is expected to be an increased demand for public health and community health professionals to work in healthcare settings for patient education. The national median annual wage for public health professionals in May 2012 was \$41,830. In Illinois, the mean salary was \$52,500 for public health professionals in May 2013. The median annual salary is higher than the median for all occupations in Illinois.

The Illinois Public Agenda for College and Career Success

The Master of Public Health will address Goals 1, 2, 3, and 4 of the *Illinois Public Agenda for College and Career Success*. The program will address Goal 1, which focuses on increasing educational attainment by offering the only MPH program with a focus on public health leadership, making it a unique offering to the state. Goal 2, which focuses on college affordability, will be addressed because students pursuing the MPH major at SIUE will earn the degree at a cost that is competitive or lower than other Illinois public and private universities offering a MPH. Goal 3, which focuses on the offering of high quality credentials to meet economic demand, will be met because the MPH will provide students with the analytical thinking skills and creative abilities required in today's workforce. Finally, the program will also meet Goal 4, the integration of education and innovation assets, by using established programs currently at SIUE in the Department of Applied Health to assist in administering the new MPH Program. This approach will maximize the resources currently available in order to provide training for students to become leaders in public health.

Comparable Programs in Illinois

There are no institutions in the Southwestern Region offering this degree program. The MPH at SIUE will be distinguished from other master's-level public health programs in Illinois due to the focus on and integration of leadership into the core curriculum. All elective courses in the program also build on the essential leadership skills necessary to manage programs and organizations. Graduates from the SIUE MPH program will have the needed core public health skills and leadership skills to address the changing public health needs of the diverse communities they will work with and meet the immediate and long-term needs of the profession.

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 MPH program supports SIUE's mission of expansion and integration of knowledge through excellent graduate and professional programs. The program objectives of the proposed master's program are also aligned with the University's long-term strategic goals.

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

Applicants must satisfy the University's requirements for admission into graduate degree programs which include prior completion of a baccalaureate degree or the equivalent from an accredited institution with a GPA of 3.0 on a 4.0 scale. The MPH program further requires that students also submit a narrative statement describing how the program relates to professional goals and a current resume. Students who have significant public health work experience or strong Graduate Record Examination (GRE) or equivalent scores will be encouraged to apply.

Curriculum

The SIUE Department of Applied Health is proposing to establish a Master of Public Health program with an emphasis on Public Health Leadership. This 46 credit-hour degree program is designed to prepare students for leadership careers in public and community health. The program will be delivered using a hybrid model comprised of online and face-to-face courses in order to extend the flexibility of the program and to increase retention and recruitment, as well as to satisfy the standards and nature of the curriculum. The proposed MPH will be a full-time, two-year program. Students will be required to complete a 37-credit hour public health core, emphasizing leadership skills within the core, and nine hours of leadership-focused electives. Students may choose to finish the program either by completing a six hour capstone or thesis project. Students earning an MPH will have an in-depth knowledge of planning, implementing, evaluating and disseminating effective public health programs, and the skills to apply that knowledge as well as the necessary skills to manage program and organizational budgets and personnel. Upon completion of this degree, students will be prepared to take the MCHES exam. The program will also prepare students to sit for the CPH exam offered through the NBPHE.

Assessment of Student Learning

SIUE has established policies and practices in place for the assessment of student learning, and the Department of Applied Health is committed to monitoring and using student learning outcomes data to guide quality improvement efforts. The Department has identified an early assessment in students' first year and an assessment for the end of the program in the students' second year. This assessment plan uses specific items from common exams, projects, and proficiency exams to determine student learning in a variety of courses. The assessment plans, goals, and desires are based upon the competencies from the National Commission for Health Education Credentialing (NCHEC) and the learning objectives outlined by the Council on Education for Public Health (CEPH). The rubric will provide a comprehensive assessment of student learning and allow the Department to monitor patterns in individual learning outcomes. The assessment rubric was developed to strengthen the program by providing important student

learning outcomes early in the program to correct any deficiencies and late in the program to determine student progress.

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 Department, led by the program director of Public Health, will collate data and create an Annual Student Assessment Report, which will include data on student performance on each of the learning outcomes, will compare longitudinal data from the various courses, and recommend any actions for program improvements. Data gathered will be used to guide future content and curricular changes. In addition to the feedback mechanisms provided by the assessment practices in core courses, the major academic advisor will monitor the progress of students during the program through advising and dedicate time each semester during at least one department meeting to discuss any concerns. The Department anticipates that some program graduates will pursue further education (e.g. PhD or MD); therefore, an evaluation of their acceptance into graduate programs will be a further indicator of program performance. Additional data, such as exit surveys and job placements, will also be collected in order to comply with CEPH accreditation. The combined data reviewed by the entire faculty to make potential changes to the curriculum in support of 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.

The facilities at SIUE will be adequate to support the program. The Vadalabene Center has eight classrooms equipped with state-of-the-art teaching tools including fully-equipped classrooms that primarily house classes administered by the Department of Applied Health. The Department is housed in the Lucas Annex adjacent to the Vadalabene Center and has office space and resources to support the MPH faculty and graduate assistants. Additional space adjacent to the graduate student office is also available.

Students will have access to the University's library resources. The Lovejoy Library at SIUE is equipped with online and other instructional materials relevant to students in the program. The library has several electronic tools and resource sharing programs that will benefit students including: CARLI (Consortium of Academic and Research Libraries in Illinois); ILLiad (access to materials from all public university libraries in Illinois); UFind Catalog; I-Share; WorldCat; EBSCOhost. In addition, the library subscribes to several electronic books and journals. Access to ProQuest Literature Online will allow students to peruse more than 350,000 electronic texts. Also, as a member of the Illinet network, SIUE students can access any book or periodical holding of any library in the state of Illinois.

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.

Administration of the program will be coordinated by the department chair. The Department of Applied Health faculty and staff will support students in a variety of ways, including advising and guidance. Additionally, instructors will be available to help graduate students with general questions and concerns about the program and/or to direct students to the appropriate resources for further assistance. The Department plans to reallocate existing faculty from the undergraduate program to the graduate program. If program demand and enrollment exceeds 35 to 40 graduate students per academic year, hiring additional full-time tenure-track faculty may be necessary. The University has policies in place to ensure that faculty and staff have the training, credentials, and other related professional qualifications to provide quality instructions to students. Faculty in the programs will be evaluated using standard university procedures.

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.

Existing facilities, laboratories, equipment, and library resources will support the proposed MPH program. The Department of Applied Health also plans to reallocate existing faculty from the undergraduate program to the proposed graduate 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.

SIUE will seek program accreditation through CEPH, the governing body recognized by the U.S. Department of Education to accredit public health programs. This accreditation ensures that programs meet educational quality standards in the core areas of knowledge in public health:

biostatistics, epidemiology, environmental health, social and behavioral sciences, and health services administration.

The program will align with certification from the National Commission for Health Education Credentialing. Preparation through the program's coursework will allow students to take the MCHES exam. The program will also prepare students to sit for the CPH exam offered through the NBPHE. This is the only national examination for public health practitioners.

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 Master of Public Health, 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 also be published in the University's catalog.

Staff Conclusion

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

University of Illinois at Chicago

Proposed Program Title in the Region of Authorization: Juris Doctor in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Juris Doctor is projected to grow from 900 students in the first year to 965 students in the fifth year. It has projected also that 291 degrees will be awarded in the fifth year.

Background

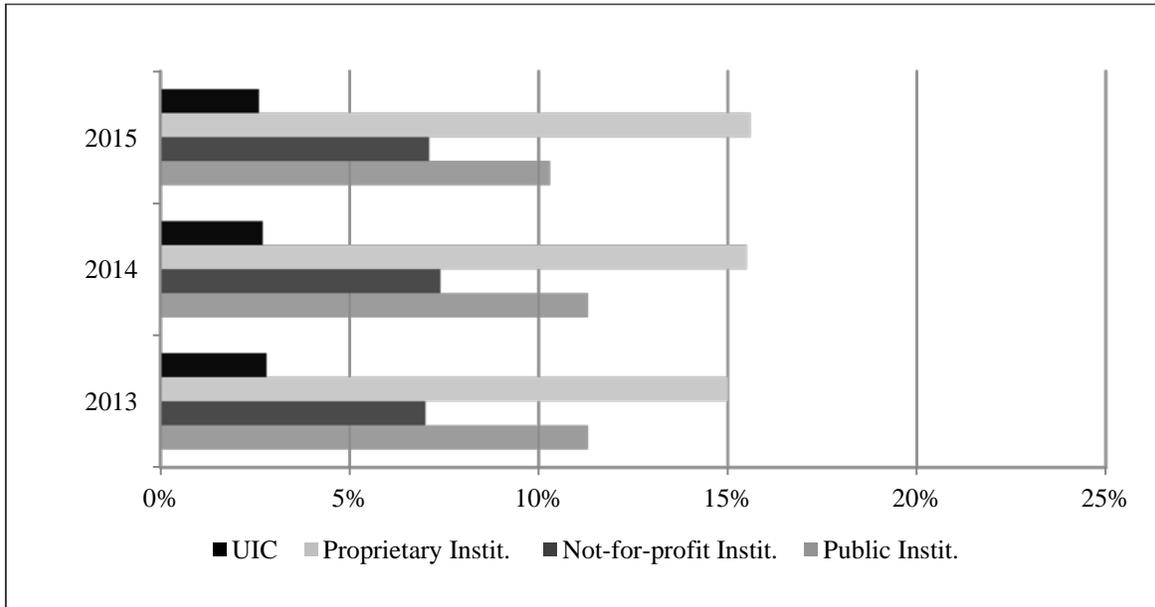
University of Illinois at Chicago (UIC or the University) requests authorization to offer the Juris Doctor (JD) degree in the Chicago Region. The proposed program will be offered by the newly acquired UIC John Marshall Law School (JMLS), and will build on JMLS's existing JD program which has been granting professional law degrees for almost 120 years. Like UIC, JMLS has a long tradition of providing educational access to prospective students from historically underserved communities. True to its founding principles, JMLS strives to offer opportunities for diverse and often disadvantaged populations to study law as evidenced by the fact that its graduates include Chicago's first Hispanic alderman in 1915, the first Japanese female lawyer in the U.S. in 1937, the first African American Illinois Supreme Court justice in 1962; even today many, if not most, of the African American judges in Cook County are graduates of JMLS. As the sixteenth college at UIC, UIC JMLS will fill a critical need at the University by enriching UIC's disciplinary offerings, including the proposed JD degree. The proposed JD curriculum is made up of 53 core course credit hours and 37 elective credit hours, and is flexible with both full-time and part-time (day or evening) options, as well as a January start option.

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 Chicago (UIC) 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 of Illinois at Chicago 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 UIC JMLS and the proposed JD degree fill a gap by establishing the only public law school in Chicago allowing a reduction in tuition and fees that will make a law degree more accessible to the school’s target population. Both UIC and JMLS student bodies rank among the most diverse in the country for research universities and law schools, respectively. UIC is a federally designated Minority Serving Institution. In fall 2018, 38 percent of JMLS’s JD students were students of color, making JMLS the most diverse law school in Illinois. UIC’s acquisition of

JMLS furthers the goals of promoting diversity in the legal profession and creating lawyers with multidisciplinary perspectives to better address the legal issues of the 21st century. Research at UIC will be enhanced in areas 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. Jobs in the legal sector and for law-trained graduates are predicted by the Bureau of Labor Statistics to increase by nine percent from 2016 to 2026 with demand for lawyers growing in the individual, business, and government sectors.

The Illinois Public Agenda for College and Career Success

The proposed JD degree supports Goals 1 and 2 of the *Illinois Public Agenda for College and Career Success*. Goal 1, 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. Goal 2, 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 Programs 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 JD degree 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 JD degree supports two core elements central to the mission of UIC: 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.

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 JD program, most typically applicants must hold a bachelor's degree in any field from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. However, UIC JMLS will also permit, according to American Bar Association (ABA) standards, applicants who have completed three-fourths of such a degree and graduates of institutions outside the U.S. if the law school assures that the quality of the program of education is held to the same standards as those described above. In addition, applicants must submit LSAT and GRE scores from tests taken in the last five years.

Curriculum

The proposed JD program was developed to align with ABA standards and is made up of a required core curriculum of 53 credit hours and 37 hours of additional elective credits for a total 90 required credit hours. Core courses cover topics such as contracts, property, torts, lawyering skills, expert learning (academic success tools), civil procedure, criminal law, constitutional law, evidence, and trial advocacy. Students are also required to take a three-hour experiential learning course in which they participate in a law school clinic or externship in order to gain practical skills training. For electives, students may choose among hundreds of options in order to gain a deeper knowledge of specialized subject areas of law including business, labor, taxation, estate planning, information technology, intellectual property, real estate, international, and public interest. Students may develop a deeper understanding of an area of the law by completing an optional JD concentration in one of four areas: Intellectual Property Law; International Human Rights; Sustainability; or Trial Advocacy and Dispute Resolution. In order to graduate, candidates must complete all of the required courses with a cumulative GPA of 2.25/4.0 or higher in a minimum of two and maximum of seven years. While the program does not require a thesis, candidates are required to complete three Lawyering Skills courses that involve legal research and writing under faculty supervision, plus a drafting course. JD students currently enrolled at JMLS will continue their programs under the degree requirements in place when they first enrolled. The first cohort of UIC JMLS JD students who matriculate in fall 2019 will follow the requirements outlined in this proposed degree application.

Assessment of Student Learning

Each course in the JD curriculum serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include written exams, research projects, class presentations, law review notes, preparation of briefs and oral arguments, performance in a mock trial or moot court competition, performance of simulated exercises, and evaluation of job performance (in the case of clinic or externship courses). The capstone course for the proposed JD program will be the experiential learning requirement. To satisfy this requirement, students must participate in a clinical or externship course that addresses a number of professional skills identified in the program-level learning outcomes, requires client contact, incorporates ethical issues, and provides regular individualized feedback on the students' work.

Program Assessment

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. For the proposed JD degree, 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. The proposed degree will be evaluated based on the following criteria: the quality of applicant credentials including LSAT and GPA, the bar passage rate, graduates' rate of employment, school rankings, quality of faculty, value of pro bono services offered in Illinois, and continued compliance with ABA and Association of American Law Schools requirements.

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.

UIC JMLS will continue to occupy the 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 ABA's Standards for the Approval 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.

UIC JMLS anticipates that current faculty and staff will be adequate to provide instruction and support for 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.

The University has adequate faculty, staff, and other instructional resources to administer the proposed program. The proposed program will be fully funded by tuition revenue or development funds and no new state funds are being requested.

Accreditation and Licensure

The University of Illinois at Chicago is accredited by the Higher Learning Commission and the UIC JMLS will maintain accreditation from the American Bar Association Section of Legal Education and Admissions to the Bar.

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.

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, is provided in the proposals and will be published on the University's website.

Staff Conclusion

The staff concludes that the Juris Doctor degree 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.

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Master of Science in Molecular and Cellular Biology in the Prairie Region

Projected Enrollments and Degrees: University of Illinois at Urbana-Champaign has indicated that the enrollment in the proposed Master of Science in Molecular and Cellular Biology is projected to grow from ten to 15 students the first year to a maximum of 30 students in the fifth year. It has projected also that five degrees will be awarded the first year increasing to ten to 15 degrees in the fifth year.

Background

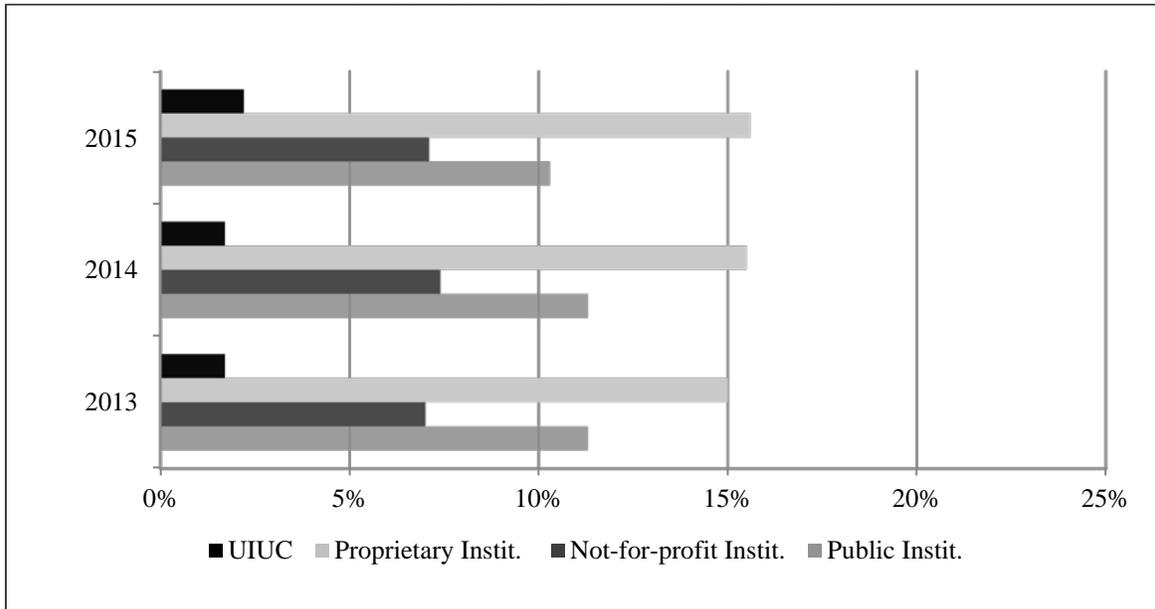
The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to offer a Master of Science in Molecular and Cellular Biology (MS in MCB). If approved, the MS in MCB degree will be administered by the School of Molecular and Cellular Biology (the School). The 32-credit hour program can be completed in a minimum of two semesters and does not include a thesis. The School currently does not offer an MS degree program and developed this proposal as a result of a desire to fill two distinct needs: students seeking advanced preparation in the field before seeking employment outside of academia; and students wanting to take a gap year after earning their bachelor of science (BS) degree while broadening and deepening their knowledge base and building a profile that will improve their chances of being accepted to graduate or professional school. The proposed program responds to a national priority for training students at the master's level for careers outside of academia in industry, government, and corporate environments. Already, the School's BS-level students are highly sought after by large companies, and completing an MS degree will help them to go farther in their careers, whether via improved employment opportunities or improved admission offers from graduate and professional schools.

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: 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

The proposed degree responds to two specific needs. First, is the national priority for training students at the master's level for careers outside academia, providing foundational background for successful performance in skilled workforce arenas such as the pharmaceutical, biotechnological, chemical, or food industries, as well as safety, policy, regulatory, and other areas of government. For example, according to the Illinois Department of Employment Security, employment opportunities will grow by 4.65 percent from 2016 to 2026 in life, physical, and social science occupations. Already, the School's BS-level students are hired by large companies, and completing the proposed degree will improve their employability. The second identified need addressed is that of students who take a gap year after earning their BS degree and prior to admission to graduate or professional school. A recent exit survey indicated 38 percent of the School's graduates will take such a gap year. Completing the proposed degree would allow them to deepen and broaden their knowledge base, improve GPAs if needed, and build profiles that distinguish themselves from among the applicant pool. The lack of a thesis requirement allows them to accomplish these goals in two semesters.

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 Illinois Public Agenda for College and Career Success

The MS in MCB 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 degree will help prepare students for success in the global economy by providing a rigorous yet achievable MS degree that strengthens and broadens their academic credentials and thereby makes them more competitive for securing and retaining employment in areas that require a skilled workforce. The curriculum is designed to provide comprehensive and foundational concepts with critical thinking and problem-solving skillsets that will feed innovation and high performance in academia, industry, government, and societal arenas.

Comparable Programs in Illinois

There are no course-based MS in MCB programs available in Illinois. Although a few thesis-based MS in Biology or Biotechnology programs exist, the proposed program provides a unique molecular and cellular perspective that is quite different from that of a broad, general biology curriculum or a more applied, narrowly focused biotechnology program.

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 MS in MCB degree program, students must hold a BS degree from a regionally accredited four-year college or university in biological, chemical or physical sciences, or a closely related field, and must have completed the degree with an overall GPA of 3.0 or higher. Students for whom English is not their native language must achieve a score of 96 or higher on the TOEFL with a minimum score of 22 on the speaking part of the exam. IELTS test scores are not accepted.

Curriculum

The MS in MCB program curriculum requires a minimum of two full-time semesters or a maximum of four full-time semesters to complete. To maintain active status in the program, students must register for a minimum of 12 credit hours in 400- or 500-level Molecular and Cellular Biology courses per semester. The curriculum includes 12-14 hours of core 400-level courses with one three- or four-hour course in each of four disciplinary areas: Biochemistry, Cell and Developmental Biology, Microbiology, and Molecular and Integrative Physiology. A minimum of 12 hours of 500-level courses and six to eight hours of electives chosen from a list of approved courses are also required for a total of 32 credit hours to complete the program.

Assessment of Student Learning

Each course in the MCB program curriculum serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include course assignments, class discussions, papers, and exams. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include feedback from graduates solicited at the time of degree conferral, feedback from "first destination" employers as well as admissions officers at graduate and professional schools to which the graduates matriculate after the program, and information from graduates gathered via three- and five-year follow up surveys regarding their employment and their level of satisfaction with the program and how it prepared them for their next steps. Overall, successful completion of the MS in MCB degree requires a cumulative 3.0 GPA.

Program Assessment

The proposed degree program will be evaluated annually at multiple levels by School faculty, the Courses and Curriculum Committee, Instructional Program Directors, the students in the program, and the employment and academic entities to which students move after completing the degree. Faculty will evaluate the performance of the students enrolled in their courses and determine if the curriculum is producing graduates with the expected knowledge in the discipline. Simultaneously, the Program Directors will review the course selection and sequence for each student and the grades earned. The School will solicit input from students while they are enrolled, upon completion of the degree, and several years after, to determine if the degree met their expectations and facilitated their success in securing employment or admission to graduate or professional school. The School will also obtain feedback from the employment and academic entities to which graduates of the proposed program have moved to determine whether the program's requirements are in alignment with the needs of those entities. The School will share

feedback from all of these sources with the Courses and Curriculum Committee to determine whether the requirements are appropriate for the objectives of the degree program and recommend adjustments to the School if necessary.

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, library, and laboratory facilities are adequate to support the proposed 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 faculty or staff are needed to support 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.

The University has adequate faculty, staff, and other instructional resources to administer the proposed MS in Molecular and Cellular Biology

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.

There are no specialized accreditation programs nor options for licensure in this disciplinary area.

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 proposed MS in MCB, 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 Master of Science in Molecular and Cellular Biology 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.

Proposed Program Title in the Region of Authorization: Master of Sustainable Urban Design in the Prairie Region

Projected Enrollments and Degrees: The University of Illinois at Urbana-Champaign has indicated that the enrollment in the proposed Master of Sustainable Urban Design is projected to grow from seven to nine students the first year to a maximum of 20 students the fifth year. Because the program takes one year to complete, projected degrees awarded are the same as enrollment numbers.

Background

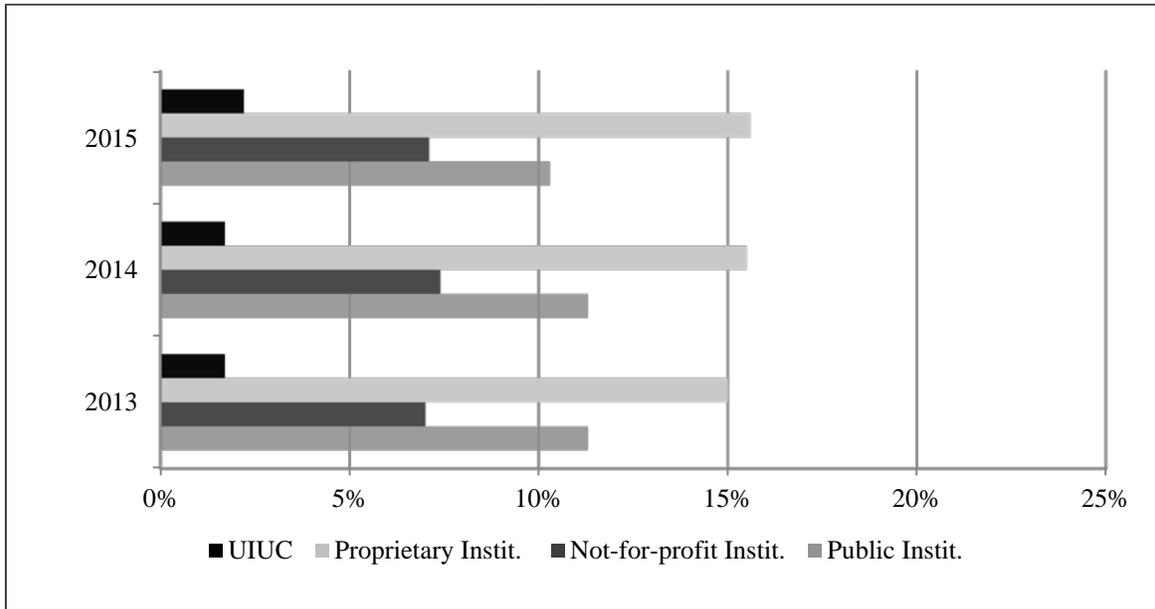
The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to offer a Master of Sustainable Urban Design (MSUD) degree. If approved, the MSUD degree will be administered by the Department of Landscape Architecture in the College of Fine and Applied Arts. The proposed program requires 11 months of study and coursework in sustainable urban design practice, theory, planning, communications, research, real estate development. Demand for this degree will likely come from domestic and international early- and mid-career design professionals who want to learn more about the complex urban design challenges of the 21st century produced by rapid urban population growth and climate change. The proposed program intends to fulfill the needs of design professionals who seek additional education in the subject area, but do not have the time or resources to complete a three year Master of Landscape Architecture. The consolidated MSUD degree offers sustainability and urban design education that will give students the skills and knowledge necessary for 21st century urban design employment and problem solving.

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: 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 MSUD is an interdisciplinary degree that combines the latest skills, expertise, and knowledge from landscape architecture, urban planning, architecture and environmental sustainability, and is developed to help professionals from each of these fields become versatile in tackling complex urban sustainability issues. Government agencies, urban-based nonprofits, and engineering firms will appreciate the availability of individuals with additional design and analytical skills and an understanding of the multiplicity of sustainable inter-related urban systems. Although "urban design" is not listed in its occupational projections, the Illinois Department of Employment Security projects that employment for urban and regional planners will grow by 9.9 percent, architecture and engineering by 6.7 percent, and landscape

architects by 4.5 percent from 2016 to 2026. Training in sustainable design will make graduates even more marketable in these labor markets.

The Illinois Public Agenda for College and Career Success

The proposed MSUD degree will support Goals 2 and 3 of the *Illinois Public Agenda for College and Career Success*. Goal 2 is to ensure college affordability for students, families, and taxpayers; and Goal 3 is to increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society. The proposed degree will inherit the academic rigor of the Department of Landscape Architecture's undergraduate and graduate degrees, both of which are professionally accredited. The consolidated nature of this program makes obtaining an advanced degree more attainable for students who cannot afford a three-year master's program, while still preparing them to address 21st century design challenges from an interdisciplinary, systems-oriented sustainability perspective.

Comparable Programs in Illinois

There are no similar urban design programs outside of the University of Illinois System. The proposed MSUD program focuses specifically on the sustainability of urban systems.

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

Applicants to the proposed MSUD program must have earned a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. A GPA of 3.0 on a 4.0 scale, or comparable GPA for an international applicant, for the last two years of undergraduate study is a minimum requirement for admission. Application materials include official transcripts, a statement of purpose, a portfolio of creative work, and TOEFL scores, when appropriate.

Curriculum

The MSUD is a face-to-face program that provides a sustainability-based urban design curriculum that takes 11 months to complete. To graduate, students must complete at least 36 hours of 400- and 500-level coursework in sustainable urban design practice, theory, planning, communications, research, real estate development, and two electives in topics broadly related to urban design. The program of study culminates in a summer capstone project in which students will address a current urban design problem, draw upon their previous coursework to design a solution, and publicly present their evidence-based, sustainable design solution.

Assessment of Student Learning

Faculty will assess students' mastery of the learning objectives in each course using direct and indirect measures. Direct measures include short, cumulative assignments throughout the semester, essays, portfolios, exhibits and reflections. At the end of the first semester, the program director will review students' performance to make sure each student is in good standing in terms of meeting learning objectives. Students must achieve a grade of at least a B in "diagnostic" courses which make up four of the nine courses students will take. Upon completion of the second semester, the program director will evaluate the overall performance of each student before giving them permission to take the capstone course. The project for the final capstone course will be evaluated by the instructor and a panel of critics. Students must maintain a cumulative GPA of 2.75 to graduate. Indirect measures of student learning include post-graduation career status and employer satisfaction with quality of graduates, gathered through surveys of alumni and their employers, respectively.

Program Assessment

The Department of Landscape Architecture will evaluate the proposed program regularly through the following methods: curriculum committee review during annual faculty retreats; student course evaluations; review of student learning assessments; and alumni and employer satisfaction surveys. After the third year of the program, the department will complete a self-study report to evaluate the success of the proposed program based on a set of pre-established goals.

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 MSUD will be a self-supporting program supported entirely by generated tuition. The program will be administered out of the existing Department of Landscape Architecture, and existing classroom and library facilities are adequate.

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.

The proposed program will require hiring a new faculty member with expertise in urban design, as well as a new lecturer with approximately a 0.25 full-time equivalent appointment. Existing faculty will teach the rest of the courses.

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 Department of Landscape Architecture has existing funding to initiate the proposed program and the University has adequate faculty, staff, and other instructional resources to administer it.

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.

There are no specialized accreditation programs nor options for licensure in this disciplinary area.

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 proposed Master of Sustainable Urban Design, 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 Master of Sustainable Urban Design 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.