

**APPROVED
JUNE 4, 2019**

Item #F-3
June 4, 2019

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

Submitted for: Action.

Summary: This item requests approval of ten degree programs at one public university.

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

University of Illinois at Chicago

- Master of Education in Urban Higher Education in the Chicago Region
- Master of Jurisprudence in the Chicago Region
- Master of Laws in Employee Benefits in the Chicago Region
- Master of Laws in Estate Planning in the Chicago Region
- Master of Laws in Intellectual Property Law in the Chicago Region
- Master of Laws in International Business and Trade Law in the Chicago Region
- Master of Laws in Privacy and Technology Law in the Chicago Region
- Master of Laws in Real Estate Law in the Chicago Region
- Master of Laws in Tax Law in the Chicago Region
- Master of Science in Construction Engineering and Management in the Chicago 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 Education in Urban Higher Education in the Chicago Region

The University of Illinois at Chicago (UIC) requests authorization to offer a Master of Education in Urban Higher Education in the Chicago Region. The proposed program curriculum is designed to prepare graduates to address the specific and unique opportunities, challenges, and responsibilities of colleges and universities in urban areas, and that serve urban populations. It will build upon existing strengths and expertise in the Educational Policy Studies department and in the Urban Education Leadership program, focused on preparing K-12 leaders for urban school settings; and the Measurement, Evaluation, Statistics, and Assessment program, where the faculty routinely work with students interested in higher education topics. The 36-hour proposed program will offer students two possible areas of emphasis: Leadership, Governance, Organization, and Policy; or Institutional Research for Decision Making. Graduates will be prepared to secure college and university leadership positions that span the organization, whether in academic affairs, student affairs, research, or administrative operations.

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

- Master of Jurisprudence in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Jurisprudence at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 30 semester credit hours of coursework, and students may choose either the online or face-to-face option. Students are required to choose one of seven possible concentrations and coursework varies from one concentration to the other. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Employee Benefits in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Employee Benefits at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 15 semester credit hours of required course work and 15 semester credit hours of elective credits for a total of 30 semester credit hours. All required courses are offered online and electives may be taken either in an online or face-to-face format. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Estate Planning in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Estate Planning at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 11 semester credit hours of required course work and 19 semester credit hours of elective credits for a total of 30 semester credit hours. It is offered as a fully online program, although students have the option to take one or more courses on campus. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Intellectual Property Law in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Intellectual Property Law at the UIC John Marshall Law School in the Chicago Region. The proposed program requires nine semester credit hours of required course work and 21 semester credit hours of elective credits for a total of 30 semester credit hours. It is offered both as a fully online program and as an on-campus program. Both required and elective courses are offered in either format. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in International Business and Trade Law in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in International Business and Trade Law at the UIC John Marshall Law School in the Chicago Region. The proposed program requires eight semester credit hours of required course work and 22 semester credit hours of elective credits for a total of 30 semester credit hours. It is offered both as a fully

online program and as an on-campus program. Students will normally take a combination of face-to-face and online classes. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Privacy and Technology Law in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Privacy and Technology Law at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 11 semester credit hours of required course work and 19 semester credit hours of elective credits for a total of 30 semester credit hours. It is offered both as a primarily online program and as an on-campus program. The required courses are normally taught online, while electives are taught either online or face-to-face. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Real Estate Law in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Real Estate Law at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 12 semester credit hours of required course work and 18 semester credit hours of elective credits for a total of 30 semester credit hours. It is offered both as a fully online program and as an on-campus program. The required courses are normally taught online, while electives are taught either online or face-to-face. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

- Master of Laws in Tax Law in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Laws in Tax Law at the UIC John Marshall Law School in the Chicago Region. The proposed program requires 14 semester credit hours of required course work and 16 semester credit hours of elective credits for a total of 30 semester credit hours. It is an on-campus program in which students take a combination of face-to-face and online classes. There are policies in place to ensure the faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Staff, faculty, library, and financial resources are in place to support the proposed program.

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

- Master of Science in Construction Engineering and Management in the Chicago Region

University of Illinois at Chicago requests authorization to offer a Master of Science in Construction Engineering and Management in the Chicago Region. It will accommodate a wide range of interested students including: recent graduates of undergraduate engineering or related programs; experienced or mid-career construction management professionals who are interested in advancing their careers; and veterans, military personnel, and army engineers who are interested in taking on further responsibilities in construction project management and engineering leadership. The proposed curriculum consists of 36 semester hours of face-to-face courses including 20 hours

of required core courses in topics including Construction Engineering and Management, Construction Equipment and Design Methods, Construction Engineering Project Controls, Construction Regulations and Organizational Management, and Construction Estimating and Scheduling, and 16 hours of electives. Graduates will be prepared for careers working as construction engineers or managers for global engineering-procurement-construction firms, providing estimating and scheduling or other technical services for general contracting firms, working as engineers or managers for pre-construction consulting firms, becoming trade or specialty contractors, establishing a career in real estate development, or taking on other entrepreneurial paths in the crossroads of engineering and construction project management .

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 the University of Illinois at Chicago authorization to establish the Master of Education in Urban Higher Education degree 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 Chicago authorization to establish the Master of Jurisprudence, Master of Laws in Employee Benefits, Master of Laws in Estate Planning, Master of Laws in Intellectual Property Law, Master of Laws in International and Business Trade Law, Master of Laws in Privacy and Technology Law, Master of Laws in Real Estate Law, and Master of Laws in Tax Law degrees 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 Chicago authorization to establish the Master of Science in Construction Engineering and Management degree 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.

University of Illinois at Chicago

Proposed Program Title in the Region of Authorization: Master of Education in Urban Higher Education in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Education in Urban Higher Education is projected to grow from 15 students in the first year to a maximum of 50 students in the fifth year. It has projected also that 25 degrees will be awarded in the fifth year.

Background

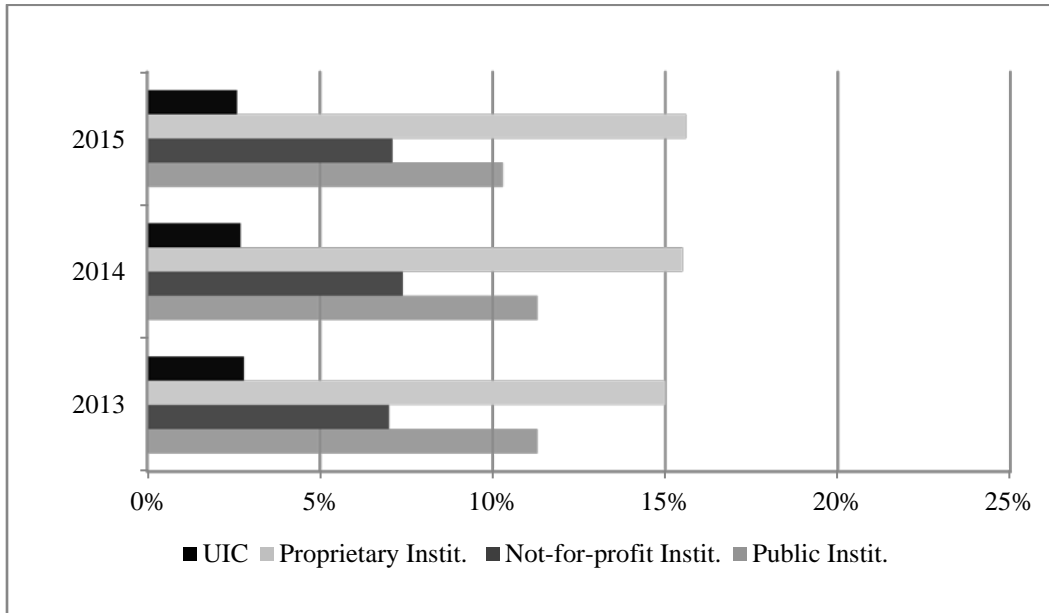
The University of Illinois at Chicago (UIC or the University) requests authorization to offer a new Master of Education in Urban Higher Education (M.Ed. in UHE). If approved, the M.Ed. in UHE degree will be administered by the Department of Educational Policy Studies (EDPS) within the College of Education (COE). The proposed degree is the result of a collective effort between COE faculty and administrators from the departments of Educational Policy Studies, Educational Psychology, Special Education, and Curriculum and Instruction. It builds upon the knowledge and scholarship of EDPS faculty in the Education Organization and Leadership; Measurement, Evaluation, Statistics, and Assessment; and Urban Education Leadership programs. The proposed degree constitutes a natural progression from current work to prepare leaders of K-12 urban schools and will seek to overcome the divisions and barriers that typically separate higher education and K-12 programs by providing more opportunity for students to study various aspects of the broader educational and political-economic context. The M.Ed. in UHE degree will prepare graduates to secure college and university leadership positions spanning academic affairs, student affairs, research and administrative operations, or to enter doctoral programs in higher education.

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 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 M.Ed. in UHE will help meet the demand for higher education professionals nationally, regionally, and in the state of Illinois. Nationally, according to the Bureau of Labor Statistics, employment of postsecondary education administrators is projected to grow ten percent from 2016 to 2026. Graduates will also be prepared to work in federal, state, and local government offices, state schools and hospitals, various educational services and associations, or privately owned businesses and foundations requiring postsecondary administrative expertise.

The Illinois Public Agenda for College and Career Success

The M.Ed. in UHE degree will support Goals 2 and 4 of *The Illinois Public Agenda*. Goal 2 is to ensure college affordability for students, families, and taxpayers. 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 offers a more affordable option compared with similar programs at nearby private universities that cost in the range of \$10,000 to \$34,000 more. Moreover, 54 percent of respondents to the Occupational Employment Survey collected semi-annually by the U.S. Census Bureau stated that a master's degree was required for entry into a postsecondary education administrative position.

Comparable Programs in Illinois

The proposed degree will be the first higher education program focused on urban higher education in the state. Two private universities in the Chicago area, Loyola and Northwestern, offer master's degrees in higher education and other similar degree programs exist in the state. However, the unique contribution of this program is its focus on higher education in the urban context, including the persistent challenge of equitable access to higher education in cities.

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 M.Ed. in UHE program, an applicant must meet requirements for admission to the Graduate College at the University of Illinois at Chicago. These include having completed a baccalaureate or its equivalent from an accredited college or university (except for seniors at UIC) and transcripts from all institutions where the applicant earned the last 60 semester (90 quarter) hours of credit toward the baccalaureate degree and from all institutions where baccalaureate work was done. In addition, applicants must have a grade point average of at least 2.75/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study, and a 3.00 on all post baccalaureate or graduate coursework combined. In addition, applicants whose native language is not English must provide one of the following test scores completed in the last two years: TOEFL with a minimum score of 550 (paper-based), 80 (internet iBT) with subscores no lower than 21 (Writing), 20 (Speaking), 17 (Listening), and 19 (Reading); OR for IELTS with a score of 6.5 overall with no score lower than 6.0 in each of the four subsections; OR for PTE Academic with a minimum score of 54 and minimum subscores of Reading 51, Speaking 53, Listening 47, and Writing 56. Applicants must also submit two letters of recommendation and a personal statement addressing the applicant's program and professional goals.

Curriculum

The M.Ed. in UHE is a 36-hour face-to-face program comprised of 20 hours of core courses and 16 hours of electives. The required core courses cover the following topics: Urban Higher Education Organization and Context; Institutional Research, Data, and Evaluation in Urban Higher Education; Administration and Governance of Urban Higher Education; Students, Diversity, Equity, and Access in Urban Higher Education; and a seminar entitled Urban Higher Education in the 21st Century: Ideas and Opportunities. Students will choose their electives based on their area of emphasis: Leadership, Governance, Organization, and Policy or Institutional Research for Decision Making. The seminar is a capstone course building on prior coursework through which students will demonstrate mastery of content and program learning objectives through a culminating project that aligns with their professional goals. A project presentation to a faculty committee will serve as a final examination for the seminar and become part of a portfolio of work collected from other courses and required for graduation.

Assessment of Student Learning Outcomes

Each course in the M.Ed. in UHE program curriculum serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include 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, independent and group projects, internship experience, and a final seminar project, paper, and presentation. Assessment of the learning outcomes within each course takes place throughout each semester. The Department uses a benchmark of 85 percent of students in the degree who receive grades of B or higher in each course as a standard for the achievement of student learning objectives. Indirect measures of student learning outcomes include program completion self-assessments, graduate satisfaction surveys, and an exit survey to assess the proportion of graduates entering or continuing in the higher education profession. The department will also collect data on student participation in on-campus poster/conference sessions and at national conferences and meetings.

Program Assessment

The University has established processes to monitor the overall effectiveness of the M.Ed. in UHE program on an annual basis to ensure that students' needs are met. Program faculty meet on a bi-annual basis to review course data, student performance, and progress in the program. These data will be used to adjust advising for individual students, and to make suggestions of programmatic changes to the University when necessary. This evaluative process, along with more comprehensive reviews by external consultants, UIC faculty, departments and committees will form part of the annual and multi-year reviews required by UIC, IBHE and the Higher Learning Commission. In addition, data on student characteristics and rates of retention, graduation, and time-to-completion will be collected and analyzed to ensure that the program is equally effective for students of diverse backgrounds in terms of gender, race/ethnicity, age, sexual orientation, disability, and geography/country of origin. Finally, an annual faculty review process will ensure that all permanent faculty remain well qualified and are active in the field and relevant professional organizations.

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 occupy offices, conference rooms, and classrooms assigned to the College of Education (COE) in the main Education, Theater, Music, and Social Work building and two other campus buildings. Additional facilities, including library resources, computer labs, a wireless network, and COE's Educational Technology Lab, 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.

Sixteen current full-time faculty members in the COE departments of Educational Policy Studies (EPS) and Educational Psychology have been identified as having the expertise and training to offer courses in the proposed degree program. Two administrative assistants and multiple graduate assistants and student workers in the department of EPS will also support the program. In addition, the University plans to hire one full-time faculty member at the rank of associate or full professor to coordinate and further develop the program, and one part-time faculty member to teach in the program and provide needed support.

Fiscal and Personnel Resources

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

The proposed M.Ed. in UHE program will be housed in the Department of Educational Policy Studies. COE and University funds to be used to start and build the program have already been committed. The program will be fully funded by tuition in Year Three, including the costs of hiring 1.5 full-time equivalent faculty, equipment, administrative overhead, and student tuition waivers. The proposed budget, in line with graduate programs across the COE, assumes between 30 and 50 percent of students will seek assistantships and tuition waivers.

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 program.

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 Education in Urban Higher Education 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 Chicago

Proposed Program Title in the Region of Authorization: Master of Jurisprudence in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Jurisprudence program is projected to grow from 25 students in the first year to a maximum of 50 students in the fifth year. It has projected also that 30 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Employee Benefits in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Employee Benefits program is projected to grow from 20 students in the first year to a maximum of 30 students in the fifth year. It has projected also that 15 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Estate Planning in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Estate Planning program is projected to grow from 20 students in the first year to a maximum of 30 students in the fifth year. It has projected also that 15 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Intellectual Property Law in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Intellectual Property Law program is projected to grow from 50 students in the first year to a maximum of 60 students in the fifth year. It has projected also that 30 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in International Business and Trade Law in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in International Business and Trade Law program is projected to grow from ten students in the first year to a maximum of 20 students in the fifth year. It has projected also that ten degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Privacy and Technology Law in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Privacy and Technology Law program is projected to grow from ten students in the first year to a maximum of 30 students in the fifth year. It has projected also that 15 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Real Estate Law in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Real Estate Law program is projected to grow from 30 students in the first year to a maximum of 40 students in the fifth year. It has projected also that 15 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Master of Laws in Tax Law in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Laws in Tax Law program is projected to grow from ten students in the first year to a maximum of 15 students in the fifth year. It has projected also that 8 degrees will be awarded in the fifth year.

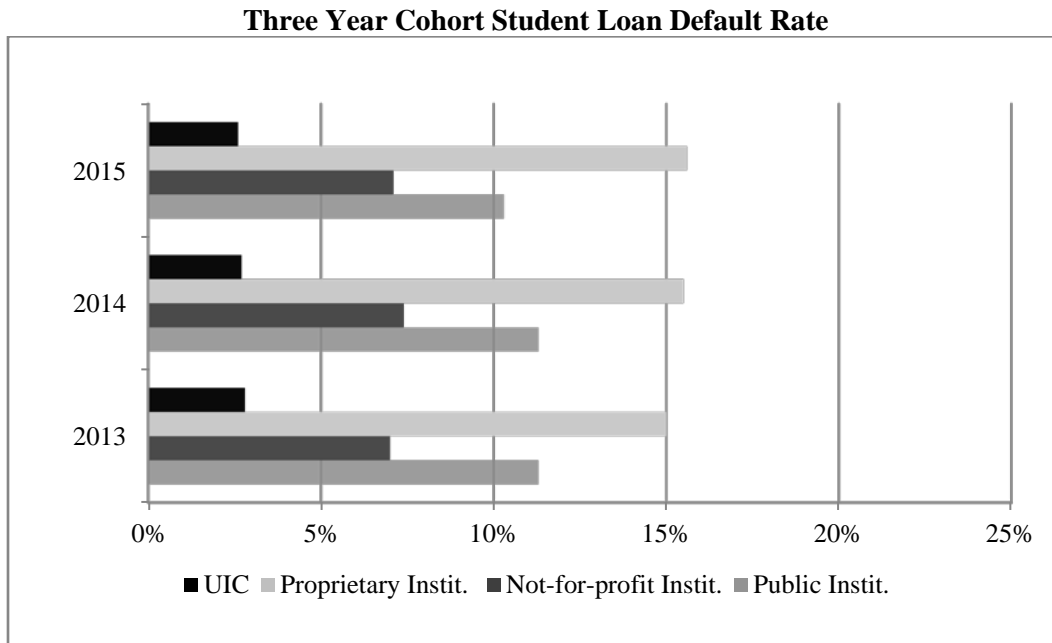
Background

The University of Illinois at Chicago (UIC or the University) requests authorization to offer the Master of Jurisprudence (MJ) and Master of Laws (LLM) in Employee Benefits, Estate Planning, Intellectual Property Law, International Business and Trade Law, Privacy and Technology Law, Real Estate Law, and Tax Law degrees in the Chicago Region. The proposed programs will be offered by the newly acquired UIC John Marshall Law School (JMLS) where they were previously in existence before the acquisition. The proposed MJ degree will prepare individuals (non-lawyers) to work in a wide variety of law-related or professional fields. The seven proposed LLM degrees will build on JMLS's existing Juris Doctorate (JD) program and offer attorneys the opportunity to study within a specialized field in greater depth. All eight proposed degree programs require 30 semester credit hours of required and elective courses offered in combinations of online and face-to-face formats. 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, and the first African American Illinois Supreme Court justice in 1962. Furthermore, JMLS has a long history of contributing to Illinois state government with more alumni who are state court judges and members of the Illinois legislature than any other law school. As the sixteenth college at the University, UIC JMLS enriches UIC's disciplinary offerings, including the proposed MJ and LLM degrees.

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.



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

Note: University of Illinois 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 UIC JMLS and the proposed MJ and LLM degrees fill a gap as part of the only public law school in Chicago, allowing a reduction in tuition and fees that will make these law degrees 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. According to the Bureau of Labor Statistics, employment of legal occupations is projected to increase by nine percent from 2016 to 2026 with demand for employees with legal expertise growing in the individual, business, and government sectors.

The Illinois Public Agenda for College and Career Success

The proposed MJ and LLM degrees support 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. The proposed MJ program will help meet a growing demand for entry-level and experienced professionals capable of addressing complex problems involving law and policy in a variety of areas, and the proposed LLM will enhance the current JD degree program by offering JD students the opportunity to enhance their knowledge in a specific area of 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. The proposed programs will offer significant cost savings when compared with similar degree programs available at Chicago-based private law schools.

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 other private law schools (Loyola, DePaul, and Chicago-Kent) in the Chicago area. However, no public law school exists 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 MJ and LLM degrees fill a unique purpose and need in the region. Their flexible formats with options for full-time or part-time enrollment and online or face-to-face coursework will make pursuing a law degree possible for people who work full time or are otherwise unable to enroll full time and attend class on campus.

Mission and Objectives

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

The proposed programs are in alignment with the overall mission of the University and are consistent with the purpose, goals, objectives, and mission of the institution. The requested degree titles reflect 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 proposed MJ program, applicants must hold a bachelor's degree awarded by an institution accredited by an accrediting agency recognized by the U.S. Department of Education, or an equivalent degree from an institution outside the United States. To be admitted to any of the LLM programs, applicants must hold a JD degree from a similarly accredited institution. No admissions tests are required for any of the proposed programs, but UIC JMLS reserves the right to require applicants from non-English speaking countries who did not attend a degree program in the United States to take the TOEFL or IELTS. In such cases, a minimum TOEFL score of 90 with 20 on the writing section, or a minimum IELTS score of 7 are required. In addition, a personal statement is required of all applicants to any of the proposed degree programs.

Curriculum

Master of Jurisprudence

The MJ program curriculum includes a total of 30 credit hours of required and elective course work. Students are required to choose one of seven possible concentrations: Employee Benefits; Estate Planning; Intellectual Property Law; International Business and Trade Law; Privacy and Technology Law; Real Estate Law; or Tax Law. All students complete two core courses totaling three semester credit hours: Introduction to Legal Analysis and Substantive Law Overview. The remaining 27 credit hours depend on the chosen concentration. Courses are taught either online, face-to-face, or in some combination thereof, depending on the chosen concentration.

Master of Laws in Employee Benefits

The LLM in Employee Benefits program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up 15 semester credit hours and include: Employee Benefits Law; Fundamentals I of Retirement Plan Issues; Fundamentals II of Retirement Plan Issues; Survey of Executive Compensation Plans; Survey of Welfare Plan Issues; and Tax/Employee Benefits Research. Students may choose their remaining 15 semester credit hours of electives from 16 courses in the Employee Benefits program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in Estate Planning

The LLM in Estate Planning program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up 11 semester credit hours and include: Estate Planning I; Estate Planning II; Estates and Trusts Administration and Post-Mortem; Income Taxation of Estates and Trusts; Wealth Transfer Taxation I; and Wealth Transfer Taxation II. Students may choose their remaining 19 semester credit hours of electives from 17 courses in the Estate Planning program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in Intellectual Property Law

The LLM in Intellectual Property Law program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up nine semester credit hours and include: U.S. Patent Law; U.S. Trademark Law; and U.S. Copyright Law. Students may choose their remaining 21 semester credit hours of electives from 29 courses in the Intellectual Property Law program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in International Business and Trade Law

The LLM in International Business and Trade Law program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up eight semester credit hours, plus an additional five credit hours for foreign-educated lawyers. Students must choose one of two tracks in the program. Required courses for Track 1 – International Business Law – include: Compliance with International Anti-Bribery Conventions; and two of the following three: International Business Transactions; Multinational Corporations Law; and International Banking and Finance. Required courses for Track 2 – International Trade Law – include: Administrative Law; Homeland Security; and either U.S. Import and Export Law or International Trade Law. Foreign-educated lawyers in either track must also take U.S. Commercial Law and Lawyering Skills for Foreign Lawyers. Students may choose their remaining elective credit hours from 32 courses in the International Business and Trade Law program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in Privacy and Technology Law

The LLM in Privacy and Technology Law program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up 11 semester credit hours and include: Information Law, Policy, and Privacy; Technology and the Law; and Cyberspace Law, plus either U.S. Copyright Law or Intellectual Property in a Digital Environment. Students may choose their remaining 19 semester credit hours of electives from 20 courses in the Privacy and Technology Law program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in Real Estate Law

The LLM in Real Estate Law program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up 12 semester credit hours and include: Commercial Real Estate Transactions; Federal Income Tax Aspects of Real Estate; Leasing, Ownership, and Management; Real Estate Finance; Drafting and Negotiation Skills Workshop; and Environmental Controls and Concerns Affecting Real Estate. Students may choose their remaining 18 semester credit hours of electives from 25 courses in the Real Estate Law program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Master of Laws in Tax Law

The LLM in Tax Law program curriculum includes a total of 30 credit hours of required and elective course work. Required courses make up 14 semester credit hours and include: Advanced Federal Income Tax; Civil and Criminal Tax Procedure; Partnership Taxation; Tax/Employee Benefits Research; and Wealth Transfer Taxation, plus either Corporate Taxation I or Corporate Taxation II. Students may choose their remaining 16 semester credit hours of electives from the courses in the Tax Law program or from a related program with the permission of the program director. Courses are offered in a combination of online and face-to-face formats.

Assessment of Student Learning Outcomes

Each course in the proposed MJ and LLM curricula serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include seminar papers, in-class presentations, written examinations, and other methods. Students must achieve a cumulative grade point average of 2.5/4.0 or higher in order to graduate from all of the proposed programs. Indirect measures of student learning outcomes include graduate satisfaction surveys and rates of post-graduation employment.

Program Assessment

The proposed degree programs will be evaluated on an annual basis, and more comprehensively every ten years, according to the requirements of the American Bar Association (ABA) and the Association of American Law Schools. As part of the comprehensive site evaluation process, the law school will prepare a Self-Study and complete a comprehensive Site Evaluation Questionnaire including information about student learning outcomes, the law school's governance and resources, the academic program of legal education, faculty, admissions and student services, library and information resources and facilities. This information is reviewed by a team of external site evaluators every ten years to maintain the law school's accreditation with

the ABA for its degree programs. In addition, JMLS has utilized outside consultants, including experts at other law schools, to review and make recommendations regarding specific programs.

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 programs. JMLS does not employ any full-time faculty who teach exclusively in the MJ and LLM programs. They are taught by full-time faculty whose primary teaching responsibilities are in the JD program, and by nearly 200 adjunct faculty, generally legal professionals working full time outside of the law school, who teach an occasional course.

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 programs. They will be fully funded by tuition revenue or development funds and no new state funds are being requested.

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 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. While the ABA does not formally approve MJ or LLM programs, it does require schools to obtain the ABA's acquiescence before commencing non-JD programs. On November 29, 2018 the ABA acquiesced in the acquisition, and it will send another site team to visit within six months of the law school becoming UIC JMLS.

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 Jurisprudence, Master of Laws in Employee Benefits, Master of Laws in Estate Planning, Master of Laws in Intellectual Property Law, Master of Laws in International and Business Trade Law, Master of Laws in Privacy and Technology Law, Master of Laws in Real Estate Law, and Master of Laws in Tax Law proposed by the University of Illinois at Chicago meet 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: Master of Science in Construction Engineering and Management in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Science in Construction Engineering and Management is projected to grow from 15 students in the first year to a maximum of 23 students in the fifth year. It has projected also that 18 degrees will be awarded in the fifth year.

Background

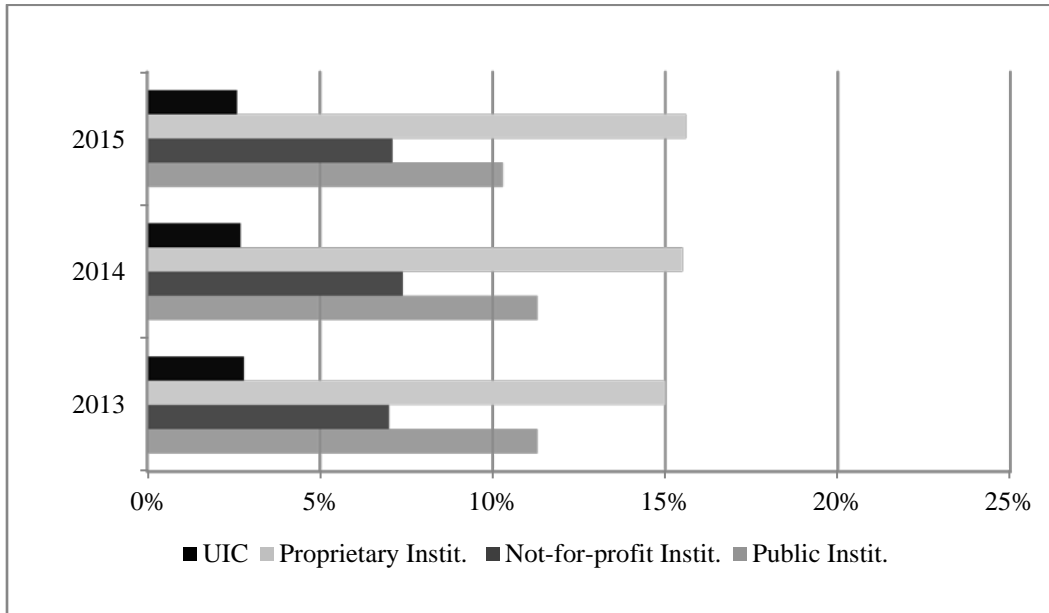
The University of Illinois Chicago (UIC or the University) requests authorization to offer a new Master of Science (MS) in Construction Engineering and Management. If approved, the proposed degree will be administered by the Department of Civil and Materials Engineering (CME) within the College of Engineering. The proposed degree is built upon the educational, teaching and research infrastructure of the CME department; and the proposed curriculum is made up of five new CME courses as well as existing coursework in Infrastructure Management and Transportation Engineering and other non-CME courses. The proposed program will assist CME in accomplishing its mission of training a new breed of interdisciplinary graduate students with capabilities to participate in professional practice, education, and development. It will complement CME's current MS and PhD degrees in Civil Engineering and Materials Engineering in this regard. The MS in Construction Engineering and Management will prepare graduates for a wide variety of careers in the field of construction engineering management in four main industry sectors: residential construction; commercial construction; heavy construction; and industrial construction.

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 MS in Construction Engineering and Management will help meet a regional, statewide, and national need for construction managers. Nationally, according to the Bureau of Labor Statistics, employment in this field is projected to grow five percent from 2016 to 2026, and the Illinois Department of Employment Security projects a statewide growth of 8.56 percent from 2014 to 2024. Illinois is one of five states with the highest employment levels in the field, and regionally the Chicago-Naperville-Arlington Heights Metropolitan area is surpassed only by New York, New York, in demand for jobs in construction engineering and management.

The Illinois Public Agenda for College and Career Success

The degree will support Goals 2 and 3 of *The Illinois Public Agenda*. Goal 2 is to ensure college affordability for students, families, and taxpayers; and Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. The proposed program offers an academically comparable but less expensive degree option compared to similar but more expensive programs at nearby private universities. Moreover, with the increased demand for construction engineering and management professional nationally and regionally, the proposed degree will provide well-equipped engineering graduates with a high-quality credential.

Comparable Programs in Illinois

Currently, there are several post-graduate programs in construction engineering and management offered at four public or private universities in Illinois. In the Chicago region, both Northwestern University and the Illinois Institute of Technology offer masters-level programs with the same or closely related titles. Bradley University offers a similar master's degree program, and the University of Illinois at Urbana-Champaign offers both MS and PhD degrees in Civil Engineering with an area of specialization in Construction Engineering and Management.

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 program, an applicant must meet requirements for admission to the Graduate College at the University of Illinois at Chicago. These include having completed a baccalaureate or its equivalent from an accredited college or university (except for seniors at UIC), and transcripts from all institutions where the applicant earned the last 60 semester (90 quarter) hours of credit toward the baccalaureate degree and from all institutions where baccalaureate work was done. In addition, for the proposed program, applicants must have a baccalaureate degree in civil engineering or a related engineering field, physics or mathematics; and a grade point average of at least 2.75/4.00 for the final 60 semester hours (90 quarter hours) of undergraduate study.

Curriculum

The MS in Construction Engineering and Management is a 36-hour face-to-face program comprised of 20 hours of core courses and 16 hours of electives. The required core courses cover the following topics: Construction Engineering and Management; Construction Equipment and Design Methods; Construction Engineering Project Controls; Construction Regulations and Organizational Management; and Construction Estimating and Scheduling. Once finished with these core courses, students can complete the program through one of three pathways. In Pathway 1, students will take one four-hour elective course and complete 12 credit hours of master's thesis research. In Pathway 2, students will take one four-hour elective course in each of three elective course groups and complete a four-hour independent study course with their faculty advisor. In Pathway 3, students will take four four-hour elective courses (at least one in each of the three elective course groups). Students in all three pathways may transfer up to four hours of graduate-level coursework from an accredited institution with the Department's approval.

Assessment of Student Learning Outcomes

Each course in the program curriculum serves a role in promoting student learning objectives, and faculty assess student learning outcomes using direct and indirect measures. Direct measures include midterm/final exams, assignments, technical reports, and class projects, debates, and discussions. Performance on the thesis or independent study project will also serve as a measure of student learning for those candidates who complete them. The department uses a benchmark of 85 percent of students in the degree who receive grades of B or higher in each course as a standard for the achievement of student learning objectives. Indirect measures of student learning outcomes include program completion self-assessments, graduate satisfaction surveys, and an exit survey to assess the success of graduates in obtaining jobs as construction engineers and managers in the construction industry.

Program Assessment

The University has established processes to monitor the overall effectiveness of the program in producing well-qualified and capable graduates successful in finding gainful employment as construction engineers and managers. Program assessment will incorporate factors such as teaching effectiveness; periodic curriculum review by the faculty; feedback from current students and alumni about their learning experiences and job placement and career advancement rates; and retention, graduation, and time-to-degree completion rates. This evaluative process will be carried out by the faculty review committee and external reviewers from the Civil Engineering Professional Advisory Committee.

Facilities (space, equipment, instructional materials)

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

All courses in the proposed curriculum will be delivered in classrooms and laboratories currently used by the Department of Civil and Materials Engineering, including two recently renovated computer laboratories. Additional facilities, including library resources, software packages, a wireless network, and a student activities space, are adequate to support the program. In addition to the UIC library's current holdings, the University has plans to acquire six new academic journals that were recommended for conducting graduate research and projects in construction engineering and management.

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.

Most faculty and staff who will oversee, coordinate, and teach in the proposed program are already on staff including a program director, a director of graduate studies, four full-time tenure-track and one part-time adjunct faculty member. This also includes administrative and advising staff. In addition to the already existing faculty, two adjunct instructors will be hired in the first two years of the 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 proposed MS in Construction Engineering and Management will be housed in the Department of Civil and Materials Engineering. Revenues generated from tuition paid by enrolled students will be sufficient to cover program costs in the first year, and the current budget predicts the program will generate net revenue starting in year two of implementation.

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 program.

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 Science in Construction Engineering and Management 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.