

**APPROVED
AUGUST 6, 2019**

Item #B-3
August 6, 2019

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

Submitted for: Action.

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

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

Illinois State University

- Master of Athletic Training in the Central Region

Southern Illinois University Carbondale

- Bachelor of Science in Business Analytics in the Southern Region
- Bachelor of Science in Nursing in the Southern Region
- Doctor of Physical Therapy in the Southern Region
- Occupational Therapy Doctorate in the Southern Region

University of Illinois Chicago

- Master of Science in Civic Analytics in the Chicago Region

University of Illinois Springfield

- Center for Online Learning, Research, and Service in the Central Region

University of Illinois Urbana-Champaign

- Bachelor of Science in Sustainable 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

Illinois State University

- Master of Athletic Training in the Central Region

Illinois State University requests authorization to offer a two-year, 52-hour Master of Athletic Training in the Central region in anticipation of a change in the level of degree required for certification and licensure in the athletic training field. The Master of Athletic Training prepares students to work in consultation with and under the supervision of physicians to prevent and treat sports injuries and associated conditions, and is designed to qualify students to take the examination sponsored and administered by the Board of Certification for the Athletic Trainer to earn the Certified Athletic Trainer credential. Passage of that examination is also required by the Illinois Department of Financial and Professional Regulation to qualify for athletic training licensure in the State of Illinois. Policies are 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.

Southern Illinois University Carbondale

- Bachelor of Science in Business Analytics in the Southern Region

Southern Illinois University Carbondale requests authorization to offer a Bachelor of Science in Business Analytics in the Southern region. The Bachelor of Science in Business Analytics is designed to prepare undergraduate students who wish to pursue careers in business administration or any field that depends on data-based decision making. The program will prepare graduates to have the skills and knowledge required by modern data scientists to make better models and to help organizations make better data-based decisions. The program requires a

minimum of 120 semester credit hours, including 39 semester credit hours of University core courses, 30 hours of business analytics core courses, and 47 hours of professional business core courses. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Bachelor of Science in Nursing in the Southern Region

Southern Illinois University Carbondale (SIUC) requests authorization to offer a Bachelor of Science in Nursing (BSN) in the Southern region to address regional occupational demand for RNs who hold the baccalaureate degree. The Bachelor of Science in Nursing will prepare bachelor-level Registered Nurses to be leaders in professional health care settings. The program will have three different tracks to meet specific student education backgrounds: traditional BSN; Registered Nurse (RN) to BSN; and accelerated BSN. The proposed curriculum will fit the two-plus-two option for most community college programs or a three-plus-one option. Approximately 39 institutions in Illinois offer a BSN degree, including eight public universities. None of these programs emanate directly from the Southern Illinois higher education region as defined by the IBHE. Southern Illinois University Edwardsville (SIUE) currently provides an on-ground option for students to seek the BSN at SIUC. However, the inter-institutional agreement providing this option has been mutually changed via a teach-out plan such that no new students will be enrolled as of August 19, 2019, in the SIUE BSN program. Currently enrolled junior and senior-level students will be able to complete their SIUE BSN at SIUC through June 30, 2021. Consequently, as of August 19, 2019, there will be no public university option for RNs in the Southern region who wish to complete an on-ground program to achieve the BSN or for individuals who wish to seek licensure as an RN through a BSN offered in a face-to-face format. The proposed program will continue to provide the opportunity for rural, place-bound nursing populations to access higher education at SIUC. Policies are 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.

- Doctor of Physical Therapy in the Southern Region

Southern Illinois University Carbondale requests authorization to offer a Doctor of Physical Therapy in the Southern region. The Doctor of Physical Therapy is an entry-level doctoral program combining online and face-to-face courses in a weekend format to allow allied health professionals the flexibility to maintain their current occupations while advancing in the profession. The program requires a minimum of 108 semester hours, including hours of clinical experience and research. Students will learn higher level theoretical and clinical concepts regarding the management of movement and movement dysfunction through exercise prescription, hands on care, and patient education. The program will prepare students to engage in clinical research. Policies are 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.

- Occupational Therapy Doctorate in the Southern Region

Southern Illinois University Carbondale requests authorization to offer an Occupational Therapy Doctorate in the Southern region. The Occupational Therapy Doctorate is an entry-level doctoral program combining online and face-to-face courses in a weekend format to allow allied health professionals the flexibility to maintain their current occupations while advancing in the profession. The program requires a minimum of 103 semester hours, including hours of clinical

experience and research. Students will learn higher level theoretical and clinical concepts regarding the nature of occupations and the use of occupation as a therapeutic tool. The program will prepare students to engage in clinical research. Policies are 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 Chicago

- Master of Science in Civic Analytics in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Science in Civic Analytics in the Chicago region. The proposed program is designed to prepare graduates to pursue careers in data science and technology in the public sector. The proposed curriculum is designed to be finished in two years of full-time study and consists of 55 semester hours of face-to-face courses including 46 hours of required core courses, eight hours of electives, and an internship or professional project and portfolio. The curriculum will provide students with analytic and technology skills in coding, applied statistics, geospatial applications, and data visualization, while providing a foundation in traditional public service core subjects, including program evaluation and ethics. Policies are 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.

University of Illinois at Springfield

- Center for Online Learning, Research, and Service in the Central Region

The University of Illinois at Springfield (UIS or the University) requests approval to establish permanently the Center for Online Learning, Research, and Service (COLRS or the Center) within the University's Division of Academic Affairs. The University offered its first online course in 1997. COLRS's predecessor unit, the Office of Technology Enhanced Learning (OTEL), was founded shortly thereafter to provide faculty with online course development and training; OTEL expanded its unit mission to serve the larger institution's mission and strategic plan, becoming the Center for Online Learning, Research, and Service. As a result, the University has since enhanced and advanced its online presence: it now offers 14 bachelor's programs; 12 master's degrees; and 15 graduate certificates fully online in addition to numerous individual courses offered in an online modality. Further, COLRS has developed, unified, and integrated instructional and technological innovation; opportunities for faculty research, service, publication, and professional development and training; pedagogical research for online teaching and learning; and broader collaborative efforts statewide, nationally, and internationally, ensuring UIS student and faculty success as well as continued leadership and renown in online education. COLRS will serve UIS, students, and the State as the hub for the study and application of online learning pedagogy, technology, and best practices. The Center will help provide the administrative infrastructure and oversight needed to manage campus-wide faculty and staff professional development efforts; establish best practices in the delivery of online curricula, research, and other online resources; and carry out the educational mission of the University.

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

University of Illinois at Urbana-Champaign

- Bachelor of Science in Sustainable Design in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Bachelor of Science (BS) in Sustainable Design in the Prairie region. The proposed program, offered by the College of Fine and Applied Arts (FAA), integrates and builds on the existing environmental sustainability curricular offerings in four discrete units in the College of FAA: the School of Art and Design; the School of Architecture; the Department of Landscape Architecture; and the Department of Urban and Regional Planning. The BS in Sustainable Design requires completion of 120 semester hours, including 45 credit hours of required major courses, 16 credit hours of major electives, 22 credit hours of electives, and 37 credit hours of general education requirements. The proposed program will help students understand how design and innovation can overcome environmental problems. Graduates will be prepared to work in design firms, planning agencies, industry, public policy institutes, or to continue onto graduate school. Policies are 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 E.

The staff recommends adoption of the following resolutions:

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

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Business Analytics, the Bachelor of Science in Nursing, the Doctor of Physical Therapy, and the Occupational Therapy Doctorate in the Southern 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 Civic Analytics 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 University of Illinois at Springfield authorization to establish the Center for Online Learning, Research, and Service in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Bachelor of Science in Sustainable Design in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

Illinois State University

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

Projected Enrollments and Degrees. The program is expected to enroll 50 students when it is fully implemented, consisting of 25 students in each of two cohorts, with 25 degrees conferred by the fifth year.

Background

Illinois State University (ISU or the University) requests authorization to offer a 52-hour Master of Athletic Training in the Central region. Currently, ISU offers the Bachelor of Science (BS) in Athletic Training, which was authorized by IBHE in August 2002 and has been accredited by the Commission on Accreditation of Athletic Training Education (CAATE) since inception. Through spring 2018, the BS in Athletic Training program has graduated 320 students eligible to take the national examination.

In May 2015, an alliance of national athletic training organizations, of which CAATE is a member, voted to change the professional degree required to take the national Board of Certification examination from a bachelor's degree to a master's degree. The alliance mandated that CAATE-accredited baccalaureate athletic training programs may not admit, enroll, or matriculate students after the start of the fall 2022 term. Students matriculating from an athletic training program and seeking to take the national certification examination must have matriculated from a CAATE-accredited master's-level program. Consequently, plans are in place to phase down and eliminate the existing baccalaureate level program. The final cohort of students in the undergraduate program was enrolled in fall 2018. With this application, Illinois State University seeks degree-granting authority to offer a master's-level athletic training program, the Master of Athletic Training in the Central region.

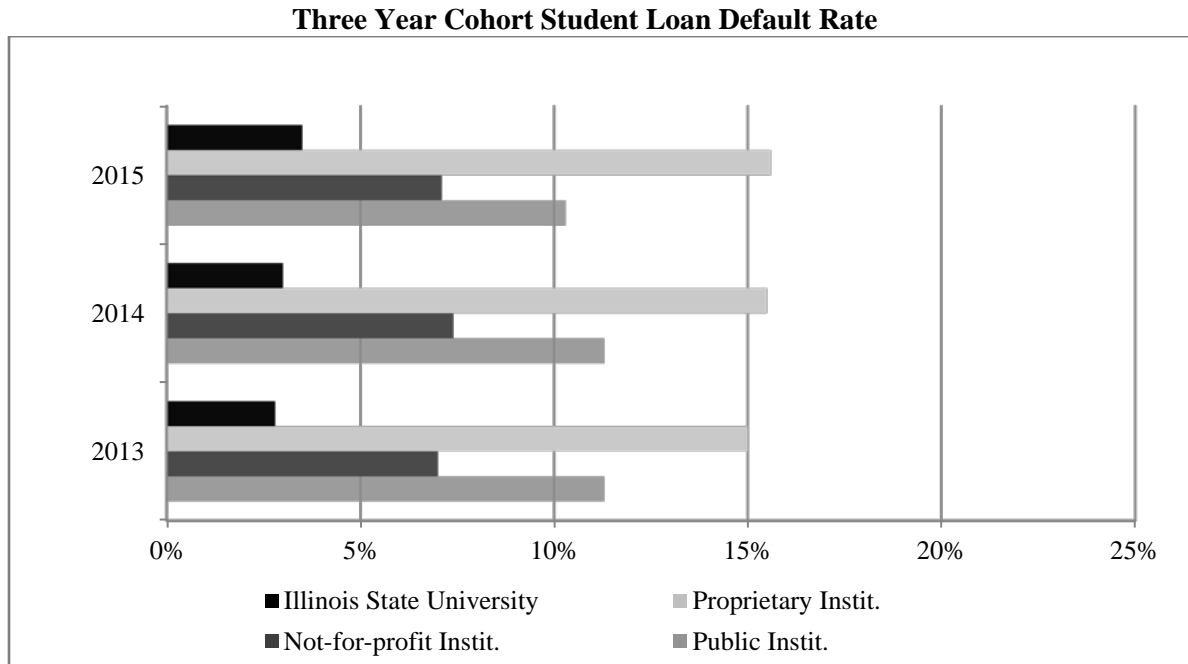
Institutional Data

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.

The proposed program is a graduate program; therefore, undergraduate student success measures are not included.



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

Note: University is a public institution. A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Illinois State University was 3.5 percent in 2015, 3.0 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.

Employment of athletic trainers is expected to grow nationwide and statewide between 2016 and 2026 at rates higher than the rates across all occupations. Demand for athletic trainers is

expected to increase due to increasingly active and growing middle-age and senior populations, increasing concerns in school sports programs regarding the long-term effects of sports injuries, and employer efforts to reduce workers' compensation costs by hiring athletic trainers to provide injury prevention and rehabilitation services. In addition, some insurance companies recognize athletic trainers as healthcare providers whose services are eligible for insurance reimbursement.

The U.S. Bureau of Labor Statistics forecasts a 22.7 percent increase in employment for athletic trainers nationwide from 2016 to 2026, from 27,800 athletic trainers to 34,100. That projected increase compares to a projected 7.4 percent increase in employment nationwide across all occupations. Of the 27,800 athletic trainers employed in 2016, 6,800 were employed by colleges, universities, or professional schools; 4,200 were employed by offices providing physical therapy services; and 2,800 were employed at fitness or recreational sports centers. Highest projected growth in athletic trainer employment from 2016 to 2026 is expected in those same three employer categories. Projected percentage increases in athletic trainer employment are expected to be highest for athletic trainers working for offices providing physical therapy services (41.3 percent), private colleges or universities (38.4 percent), and state colleges or universities (27.7 percent).

The Illinois Public Agenda for College and Career Success

The proposed Master of Athletic Training program at Illinois State University will contribute to state achievement of *Illinois Public Agenda* Goal 3: Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. With changes to athletic trainer certification requirements promulgated by professional associations in 2015, state licensure requirements for athletic trainers are also changing to require a master's degree. Thus, by the later years of the 2016 to 2026 decade, candidates for employment will need to have a master's degree in the field.

Comparable Programs in Illinois

At the time of this application, three other universities have been authorized by the IBHE to elevate their undergraduate athletic training program to the master's level. If the proposed Master of Athletic Training program is approved, there would be four such programs in the state: Northern Illinois University; the University of Illinois at Springfield; Eastern Illinois University; and Illinois State University. ISU has attained a three-year average, first-time pass rate of the Board certification exam of 95.0 percent.

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 qualify for admission to the Master of Athletic Training, an applicant must first meet requirements for admission to the Graduate School at Illinois State University. An applicant for a program leading to a master's degree must have a bachelor's degree from a four-year college or university that is accredited by the appropriate regional accrediting association, or its equivalent. Applicants are considered on the basis of their academic record and other performance requirements stipulated by the individual department or school, including examinations or standardized tests, interviews, auditions, examples of work, and letters of recommendation. To be admitted to a degree program, a student must have at least a 2.8 grade point average (on a four-point scale) for the last 60 hours of undergraduate work, and the approval of an academic department or school.

Once accepted to the Graduate School, applicants must meet additional requirements for the Master of Athletic Training program. The applicant must have completed the following undergraduate prerequisite courses with a minimum grade of C: General Biology with lab (four semester hours); General Physics (four semester hours); General Chemistry with lab (four semester hours); Human Anatomy with lab (four semester hours); Human Physiology with lab (four semester hours); Exercise Physiology (three semester hours); Psychology (three semester hours); Nutrition (three semester hours); Statistics (three semester hours); and Medical Terminology (three semester hours). While not required for admission, students are strongly encouraged to complete at least 30 observation hours with an athletic trainer prior to applying to the Master of Athletic Training program. In addition, applicants are required to submit three letters of recommendation, resume, personal statement of professional and educational goals, official transcripts from each college or university attended, and GRE scores, and must complete a formal interview with Master of Athletic Training program faculty.

Curriculum

The Master of Athletic Training prepares students for work as highly qualified, multi-skilled health care professionals who render service or treatment under the direction of, or in collaboration with, a physician in accordance with state statutes, rules, and regulations. The Master of Athletic Training is a 52-semester-hour program comprised of classroom-based core courses in theory and practice, four practicum courses in clinical settings, and a professional practice capstone course. The structure and content of the program follow a medical-based education model to prepare students for comprehensive patient care in five domains: prevention; clinical evaluation

and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. Students complete at least 1,000 clinical education clock hours under the direction of a preceptor. A competency-based approach to learning is used in both classroom and clinical settings.

The practical clinical and internship hours will be achieved at partnering institutions, including athletics programs at Illinois State University, Illinois Wesleyan University, Bloomington High School, Normal Community High School, Normal Community West High School, and University High School; area healthcare facilities including OSF PromptCare and Hopedale Medical Complex; rehabilitation centers including Carle Sports Medicine, Neuro-Ortho Rehabilitation Center, Orthopedic and Sports Enhancement, IVY Rehab, Athletico Physical Therapy, and McLean County Orthopedics; and professional sports organizations such as the Peoria Rivermen and the Indianapolis Colts. To ensure that students are being supervised and evaluated on the required competencies and proficiencies, each student is assigned a preceptor at the clinical site. Preceptors are trained by the Clinical Education Coordinator of the School of Kinesiology and Recreation on how to supervise and evaluate students to ensure appropriate and consistent rigor at all clinical sites.

Assessment of Student Learning

The University has established processes to assess student learning aligned with program outcomes across the curriculum. Faculty will assess student competencies directly in both classroom and clinical settings through the use of examinations, assignments, and clinical preceptor observations and evaluations, all requiring students to meet minimum standards in order to pass. The program will assess student competency and program effectiveness indirectly through the use and documentation of National Certification pass rates, alumni satisfaction surveys, and employer surveys. Finally, students will provide reactions to teaching performance directly through course evaluations at the end of each semester and will provide feedback regarding clinical placements and preceptors at least once during each placement.

Program Assessment

Program assessment strategies will include annual review of findings from student learning outcomes assessment, annual review of program data, annual oversight by the program accreditor, submission of a three-year progress report to IBHE, and participation in the eight-year program review cycle. All faculty members will participate in the annual review and evaluation of assessment findings. Faculty will use results of the evaluation to develop course and curriculum revision proposals for review by school, college, and university curriculum committees. Each year, faculty will also evaluate the assessment plan itself for its effectiveness in evaluating student learning and informing faculty of the need for program improvements. Assessment activities, findings, and any actions taken with regard to the program or the assessment plan will be reported by faculty annually to the University Assessment Services office and Assessment Advisory Council at the University.

Facilities (space, equipment, instructional materials)

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

The University's Milner Library subscribes to approximately 81,000 electronic serial titles and approximately 1,900 print journal titles. Milner Library also subscribes to approximately 250 databases, most of which index, and in many cases provide direct access to, periodical literature. Some of the databases provide access to other types of information, including news, monographs, statistics, and reference works. The Athletic Training collection has been developed and maintained by the library, in collaboration with School of Kinesiology and Recreation faculty, over many years.

The School of Kinesiology and Recreation is located in the Student Fitness Center and McCormick Hall complex located in the campus core at the southwest corner of the Quadrangle. Existing classroom space, equipment, instructional gymnasium, research laboratories, computer laboratories, athletic training equipment and instrumentation, and other resources are available and suitable for 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.

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

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 Master of Athletic Training will replace the existing BS in Athletic Training. A proposal by the School of Kinesiology and Recreation to sunset the BS in Athletic Training was approved by the Academic Senate of the University in spring 2019. Funds currently allocated to support the undergraduate athletic training program will be redirected to the Master of Athletic Training program. The proposed program will be delivered by faculty and staff of the BS in Athletic Training using the same facilities and library resources as those used to deliver that program. Once the BS in Athletic Training students have been taught out, teaching loads regularly observed by the school should be adequate to deliver the Master of Athletic Training.

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.

Only students graduating from an athletic training program accredited by CAATE qualify to take the Board of Certification examination, passage of which is required to qualify for the Certified Athletic Trainer credential and to become licensed in the State of Illinois. Therefore, the University has designed the proposed Master of Athletic Training in accordance with CAATE standards. Accordingly, faculty of the Master of Athletic Training program will seek CAATE accreditation of the program.

The BS in Athletic Training program, upon which the Master of Athletic Training program is based, has been accredited by CAATE since 2001 with continuing accreditation of the program through the 2022-2023 academic year. Upon IBHE approval to grant a Master of Athletic Training program at Illinois State University, the School of Kinesiology and Recreation will submit a substantive change request to CAATE to transfer accreditation of the undergraduate athletic training program to the new Master of Athletic Training at the same time it submits its self-study report for the 2022-2023 comprehensive review.

To practice as an athletic trainer in Illinois, a person must be licensed by the Illinois Department of Financial and Professional Regulation. To qualify for first-time athletic training licensure by the department, a person must submit an Acceptance of Examination application to the department and have that application approved. A successful application includes evidence that the applicant has graduated from an athletic training degree program accredited by CAATE and has passed the Certified Athletic Trainer examination administered by the Board of Certification for the Athletic Trainer.

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

Southern Illinois University Carbondale

Proposed Program Title in the Region of Authorization: Bachelor of Science in Business Analytics in the Southern Region.

Projected Enrollments and Degrees: Southern Illinois University Carbondale projects the Bachelor of Science in Business Analytics will increase from approximately 30 students in the first year to 100 students in the fifth year. The University projects 30 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Science in Nursing in the Southern Region.

Projected Enrollments and Degrees: Southern Illinois University Carbondale projects the Bachelor of Science in Nursing will increase from approximately 100 students in the first year to 300 students in the fifth year. The University projects 100 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Doctor of Physical Therapy in the Southern Region.

Projected Enrollments and Degrees: Southern Illinois University Carbondale projects the Doctor of Physical Therapy will increase from approximately 25 students in the first year to 75 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Occupational Therapy Doctorate in the Southern Region.

Projected Enrollments and Degrees: Southern Illinois University Carbondale projects the Occupational Therapy Doctorate will increase from approximately 25 students in the first year to 75 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Background

Southern Illinois University Carbondale (SIUC or the University) requests authorization to offer the Bachelor of Science (BS) in Business Analytics, Bachelor of Science in Nursing (BSN), Doctor of Physical Therapy (DPT), and Occupational Therapy Doctorate (OTD) in the Southern region

The Bachelor of Science in Business Analytics will prepare undergraduate students who wish to pursue careers in business administration or any field that depends on data-based decision making. The program will prepare graduates to have the skills and knowledge required by modern data scientists to make better models and to help organizations to make better data-based decisions.

The Bachelor of Science in Nursing will prepare bachelor-level Registered Nurses to be leaders in professional health care settings. The program will have three different tracks to meet specific student education backgrounds: traditional BSN; Registered Nurse (RN) to BSN; and accelerated BSN. The proposed curriculum will fit the two-plus-two option for most community college programs or a three-plus-one option.

The Doctor of Physical Therapy is an entry-level doctoral program combining online and face-to-face courses in a weekend format to allow allied health professionals the flexibility to maintain their current occupation while advancing in the profession. The doctorate curriculum is a three-year degree that will prepare students in higher level theoretical and clinical concepts about the management of movement and movement dysfunction through exercise prescription, hands-on care, and patient education. Students will engage in clinical research. In addition, the program will prepare students to promote the profession of physical therapy and to develop new and innovative areas of physical therapy practice.

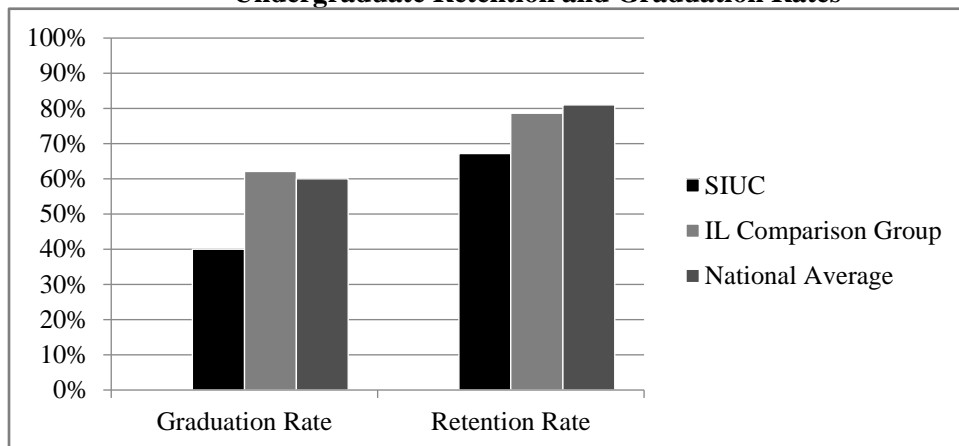
The Occupational Therapy Doctorate is an entry-level doctoral program combining online and face-to-face courses in a weekend format to allow allied health professionals the flexibility to maintain their current occupation while advancing in the profession. The program will focus on developing students' knowledge base in higher level theoretical and clinical concepts about the nature of occupations and the use of occupation as a therapeutic tool. Students will engage in clinical research. In addition, the program will prepare students to promote the profession of occupational therapy and to develop new and innovative areas of occupational therapy practice.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



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

Note: *Southern Illinois University Carbondale is in the baccalaureate selective Illinois comparison group. Higher percentages are positive indicators.*

Undergraduate Graduation Rate

SIUC's 2016-2017 graduation rate was 40 percent and the average among comparable Illinois institutions was 62.1 percent. The national 2016-2017 average graduation rate available for public four-year institutions was 60 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

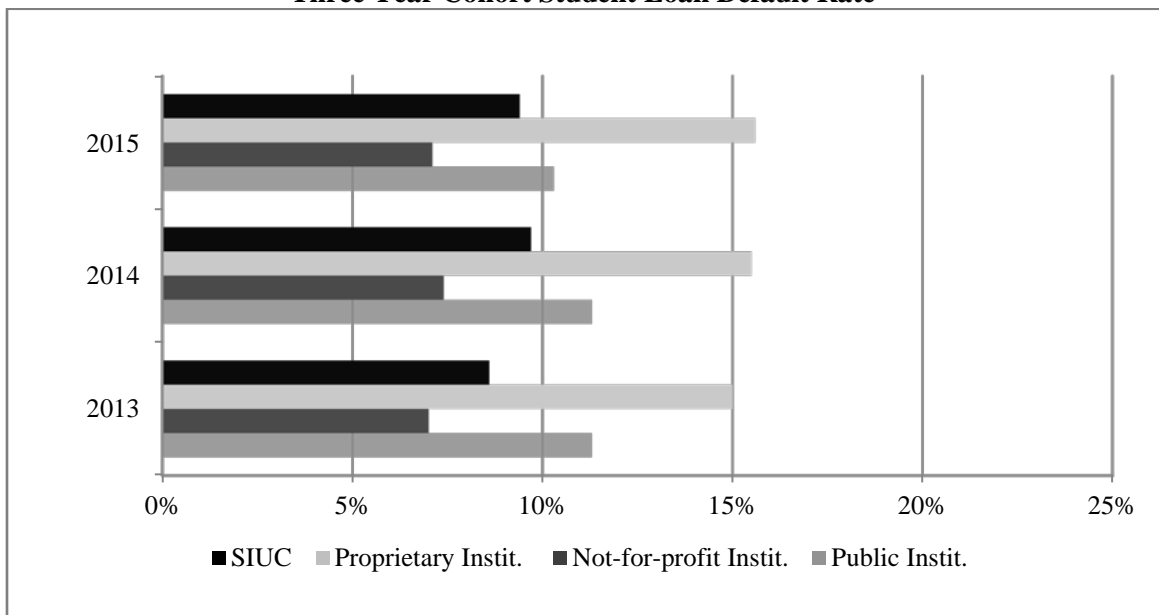
Undergraduate Retention Rate

SIUC's 2016-2017 retention rate was 67.2 percent and the average among comparable Illinois institutions was 78.6 percent. The national 2016-2017 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

SIUC's 2016-2017 completions per 100 full-time equivalent (FTE) rate was 30. The average among comparable Illinois institutions was 25.2. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



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

Note: Southern Illinois University Carbondale 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 9.4 percent in 2015, 9.7 percent in 2014 and 8.6 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.

Bachelor of Science in Business Analytics

The BS in Business Analytics is designed to prepare students to work in business administration and any field that depends on data-based decision making. Graduates of the program will be trained to have a strong foundation in business as well as in business analytics. The Illinois Department of Employment Security (IDES) estimates the number of annual openings for graduates seeking to benefit from business analytics programs to be 3,658 for General and Operations Managers, 1,043 for Management Analysts, and 880 for Financial Managers. IDES

also estimates that the number of managers with a critical need for analytics training will increase by about 33,000 per year between 2016 and 2026. On the national level, the Bureau of Labor Statistics provides estimates showing the job outlook in business analytics field such as Management Analysts, Operations Research Analysts and Financial Analysts will rise faster than average.

Bachelor of Science in Nursing

The BSN program is designed to prepare bachelor level trained Registered Nurses to meet growing occupational demand in Southern and Central Illinois. The Bureau of Labor Statistics predicts a much faster than average increase in job outlook at 15 percent for Registered Nurses from 2016 to 2026. Further, data provided by a local healthcare employer indicates there are openings for 75 RN positions in the Carbondale area.

Currently, two institutions offer BSN degrees in the Southern region: McKendree University and Southern Illinois University Edwardsville (SIUE). The SIUE BSN program is offered at the SIUC campus through an extension site arrangement between the two institutions that was first approved by the Illinois Department of Financial and Professional Regulations' (IDFPR) Board of Nursing on January 7, 2011. SIUC students who wish to obtain a baccalaureate degree in nursing are able to complete all requirements for the SIUE BSN degree at the SIUC campus via this arrangement. A teach out agreement for this existing arrangement was developed between SIUE and SIUC with an extension of the same executed on June 18, 2019. This teach-out agreement has also been filed with IDFPR's Board of Nursing. Per the terms of the teach-out agreement, no new BSN students will be enrolled at SIUC via the extension site arrangement with SIUE as of August 19, 2019. Students currently enrolled in the SIUE BSN program with junior or senior status will be able to complete their programs of study at SIUC through a defined schedule of classes to conclude June 30, 2021. Consequently, as of August 19, 2019, there will be no public university option for RNs in the Southern region who wish to complete an on-ground program to achieve the BSN or for individuals who wish to seek licensure as an RN through a BSN offered in an on-ground program. The proposed SIUC degree is designed to meet that need.

Doctor of Physical Therapy

The DPT will address the workforce need in the field of physical therapy by training students to acquire an advance degree in physical therapy. The Bureau of Labor Statistics predicts a much faster than average increase in job outlook at 29 percent, for Physical Therapists from 2016 to 2026. Many graduates of physical therapist assistant programs, occupational therapist assistant programs, and other related allied health programs including those already housed at SIUC, desire to continue their education by applying to a graduate-level physical therapist or occupational therapist program.

Occupational Therapy Doctorate

The OTD is designed to prepare students to work in the occupational therapy healthcare field. The Bureau of Labor Statistics predicts a much faster than average increase in job outlook at 24 percent, for Occupational Therapists from 2016 to 2026. Many graduates of occupational therapist assistant programs, physical therapist assistant programs, and other related allied health programs including those already housed at SIUC, desire to continue their education by applying to a graduate-level occupational therapy or physical therapy programs.

The Illinois Public Agenda for College and Career Success

Bachelor of Science in Business Analytics

The University indicates that the proposed BS in Business Analytics will address Goals 1, 3, and 4 of the *Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best-performing states. The proposed BS in Business Analytics is to be taught through face-to-face, distance education, or a combination of these formats, which makes it possible to reach more students. The graduate analytics program currently offered in the College of Business has strong industry ties through the Pontikes Center for Advanced Analytics and Artificial Intelligence. The faculty of the graduate and undergraduate programs are successfully working with other educational institutions, agencies, and employers to assure the BS in Business Analytics program is accessible to adult learners. 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 BS in Business Analytics program will provide for-profit and not-for-profit organizations in Illinois, the region, the nation, and worldwide with highly trained workers and managers who can make data-based strategic decisions. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The analytics program in the SIU College of Business has at its focus the Pontikes Center for Advanced Analytics and Artificial Intelligence. This center's mission is to collect and integrate analytics educators, researchers, and programs from across the College of Business and SIUC. Much of the analytics research today is carried out in industry. The Pontikes Center Board of Advisors includes top Illinois-based companies (Boeing, Caterpillar, Prentice Health, CME Group) and others (Nike, Edward Jones) and is actively pursuing partnerships with international companies and universities in other countries. The integration of Illinois, national, and international educators, researchers, and innovators will position the BS in Business Analytics program to be at the forefront of analytics and artificial intelligence in business management.

Bachelor of Science in Nursing

The University indicates that the proposed Bachelor of Science in Nursing will address Goals 1, 2, and 4 of the *Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best-performing states. The proposed program provides the opportunity for students who already hold an associate degree in Nursing or a bachelor's degree in a non-nursing field an opportunity to successfully complete the Bachelor of Science in Nursing. The program will allow working RNs and LPNs the opportunity to advance in their careers while maintaining employment in their field. The program will also be available as a traditional program with students directly entering the BSN program as they start college at SIUC. Goal 2 is to ensure college affordability for students, families, and taxpayers. The BSN program at SIUC will be a cost-effective means of obtaining a bachelor's degree in Nursing. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The BSN program at SIUC and regional healthcare facility partners in southern Illinois will facilitate the research collaboration among academic and professional researchers at the various healthcare facilities in southern Illinois. These collaborations have the potential to lead to innovations in the delivery of high-quality healthcare in rural and underserved communities.

Doctor of Physical Therapy

The University indicates that the proposed Doctor of Physical Therapy will address Goals 1, 2, 3, and 4 of the *Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best-performing states. The program is designed to allow

working allied health professionals the opportunity to advance in their career while maintaining employment in their field. Individuals already holding a bachelor's degree, including a degree in an allied health field, may successfully complete the Doctor of Physical Therapy Program on a weekend basis within three years. Goal 2 is to ensure college affordability for students, families, and taxpayers. The proposed program will be a cost-effective option that allows working professionals to earn a living and achieve their educational aspirations at the same time. 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 DPT program will allow health care facilities in Illinois and the region to have access to highly trained physical therapists to work in their facilities. The DPT program will focus on providing evidence-based practice trained physical therapists throughout Illinois and nationwide. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The DPT program will provide didactic and experiential opportunities that lead to research in educational, professional, and health care issues relating to physical therapy. The curriculum is structured in a manner that requires students to perform relevant clinical research to enhance the physical therapy profession.

Occupational Therapy Doctorate

The University indicates that the proposed Occupational Therapy Doctorate will address Goals 1, 2, 3, and 4 of the *Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best-performing states. The proposed program is designed to allow working allied health professionals the opportunity to advance in their career while maintaining employment in their field. Individuals already holding a bachelor's degree, including a degree in an allied health field, may successfully complete the Occupational Therapy Doctorate Program on a weekend basis within three years. Goal 2 is to ensure college affordability for students, families, and taxpayers. The proposed program will be a cost-effective option that allows working professionals to earn a living and achieve their educational aspirations at the same time. 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 OTD program will allow health care facilities in Illinois and the region to have access to highly trained physical therapists to work in their facilities. The OTD program will focus on providing evidence-based practice trained occupational therapists throughout Illinois and nationwide. Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The OTD program will provide didactic and experiential opportunities that lead to research in educational, professional, and health care issues relating to occupational therapy.

Comparable Programs in Illinois

Bachelor of Science in Business Analytics

Nine institutions in the State offer a BS in Business Analytics or a BS in Analytics, including five public universities. However, these programs tend to be very technical in nature, with little emphasis on the organizational side of analytics. The SIUC program will provide students more options that combine data science, statistics, and organizational analytics contents.

Bachelor of Science in Nursing

Approximately 39 institutions in Illinois offer a BSN degree, including eight public universities. None of these programs emanate directly from the Southern Illinois higher education region as defined by the IBHE. SIUE currently provides an on-ground option for students to seek the BSN at SIUC. However, the inter-institutional agreement providing this option has been

mutually changed via a teach-out plan such that no new students will be enrolled as of August 19, 2019, and currently enrolled junior and senior-level students will be able to complete their SIUE BSN at SIUC through June 30, 2021. Consequently, as of August 19, 2019, there will be no public university option for RNs in the Southern region who wish to complete an on-ground program to achieve the BSN or for individuals who wish to seek licensure as an RN through a BSN offered in a face-to-face format. If approved, the proposed program will continue to provide the opportunity for rural place-bound nursing populations to access higher education at SIUC.

Doctor of Physical Therapy

There are currently six accredited DPT programs in Illinois, including at three public universities. These programs are all located in the northern region of the state, and none offer a weekend-based curriculum that provides an opportunity to working allied health professionals. These programs predominantly serve the Chicago metro and northern area of the state. Therefore, the proposed program will meet a regional need.

Occupational Therapy Doctorate

There are currently no accredited OTD programs in Illinois. There are six accredited master's level occupational therapy programs in Illinois including those in transition to doctoral-level. These programs are all located in the far northern region of the state, and none offer a weekend-based curriculum that provides an opportunity to working allied health professionals. These programs predominantly serve the Chicago metro and northern area of the state. Therefore, the proposed program will meet a regional need.

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. The programs are consistent with the purpose, goals, objectives, and mission of the University. The requested degree titles reflect the degrees' 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

Bachelor of Science in Business Analytics

Applicants for admission to the BS in Business Analytics must have graduated with a high school diploma, with exception for students participating in SIUC's High School Concurrent Enrollment program and for those who have earned the GED. Applicants are also expected to meet the high school course pattern requirements and have a qualifying ACT or SAT score. Transfer students must have at least 26 transferable semester hours or 39 quarter hours, have a GPA of 2.0 on a 4.0 scale, and meet freshman admission requirements.

Bachelor of Science in Nursing

The BSN will have three different tracks, and each has their own admission requirements. The traditional track will be open to incoming freshman who are academically prepared for the nursing coursework. A selective admissions process will be used similar to other programs currently offered at the institution. The RN to BSN degree completion track will be open to any RN with an associate degree who has the desire to complete a BSN and meets the SIUC admission criteria. The accelerated BSN track will be open to students who already have a bachelor's degree in a different field or those who have approximately 70-80 credit hours completed towards a bachelor's degree along with the program prerequisite courses.

Doctor of Physical Therapy

In order to be considered for admission into the DPT program, students must have obtained a bachelor's degree prior to applying to the program. Preference is given to students with degrees in an allied health program and current employment in an allied health profession. In addition to having a bachelor's degree, applicants must have a minimum overall grade point average of 3.25 on a 4.0 scale, submit three letters of recommendations, demonstrate college-level writing ability, submit a resume, and obtain a C or better in the prerequisite classes.

Occupational Therapy Doctorate

Applicants for admission to the OTD program must have a bachelor's degree prior to applying to the program, minimum overall grade point average of 3.25 on a 4.0 scale, submit three letters of recommendations, demonstrate college-level writing ability, and submit a resume. Preference is given to students with degrees in an allied health program and current employment in an allied health profession.

Curriculum

Bachelor of Science in Business Analytics

The BS in Business Analytics is designed to prepare students for management and executive careers that use data-based decision making. Students will learn to apply analytics and artificial intelligence in a way that leads to stronger business strategies and improved goals. Students will learn to understand and evaluate the analytics model and apply the model for problem

solving. The program requires a minimum of 120 semester credit hours, including 39 hours of University core (general education) courses, 30 hours of business analytics core courses and 47 hours of professional business core courses. The coursework in business analytics, data management, and artificial intelligence, are designed to ensure graduates gain the skills and knowledge to apply advance analytical techniques and artificial intelligence to solve complex business problems.

Bachelor of Science in Nursing

The BSN program will have three different tracks to meet specific student education backgrounds. All nursing courses will be offered in an eight-week format. The traditional BSN program will be offered over eight semesters and open to incoming freshmen. The program requires a minimum of 120 semester credit hours, including 40 hours of core courses, 64 hours of nursing courses, and 16 hours of pre-requisite courses. The RN to BSN degree completion track will be open to any RN with an associate degree who has the desire to complete a BSN and meets the SIU admission criteria. The RN to BSN track allows students to earn a minor in Health Care Management (HCM). The proposed curriculum will fit the two-plus-two option for most community college programs or a three-plus-one option. The two-plus-two for the RN to BSN track requires a minimum of 67 semester hours, including 21 hours of core courses, 28 hours of nursing courses, and 18 hours of HCM minor courses. The three-plus-one option for the RN to BSN track requires a minimum of 46 semester credit hours, including 28 hours of nursing credit and 18 hours of other courses. The accelerated BSN track is open to students who already have a bachelor's degree in a different field or who have approximately 70-80 credit hours completed towards a bachelor's degree along with the program prerequisite courses. The program requires a minimum of 60 semester credit hours of nursing courses. Students in the three nursing tracks will take a nursing leadership internship course that will give them the opportunity to participate in a wide variety of tasks such as budgeting and finance, workforce scheduling, and regulation compliance associated with nurses serving in a leadership role. The coursework also includes clinical courses that will enable students to gain practical clinical experience. SIUC has existing partnerships with surrounding healthcare facilities that will serve as clinical placement sites for students enrolled in the program.

Doctor of Physical Therapy

The DPT program is an entry-level hybrid weekend program designed for working professionals. The curriculum is designed as a three-year degree allowing students to combine online with traditional courses delivered on weekends that meet nine times per semester. The program requires a minimum of 108 semester hours, including hours of clinical experience and research. The curriculum incorporates didactic, laboratory, and clinical physical therapy coursework. The clinical courses provide direct, supervised clinical experience. Students will also take an eight-week, full-time internship (or the equivalent) consisting of a minimum of 36 hours per week in the first and second year and a 16-week, full-time internship in the third year. The curriculum is designed to allow graduates of the program to be eligible to sit for the National Licensure Examination for the Physical Therapist which is administered by the Federation of State Boards of Physical Therapy. Students who obtain a passing score will gain the credentials as a Physical Therapist.

Occupational Therapy Doctorate

The OTD program is an entry-level hybrid weekend program designed for working professionals. The curriculum is designed as a three-year degree allowing students to combine online with traditional courses delivered on weekends that meet nine times per semester. The program requires a minimum of 103 semester hours, including hours of clinical experience and research. The curriculum incorporates didactic, laboratory, and clinical physical therapy coursework. The clinical courses provide clinical experience, which will be measured as students progress through the program. Students will be required to complete lab practicals demonstrating patient care skills while in the program. The curriculum is designed to allow graduates of the program to be eligible to sit for the National Certification Examination for an Occupational Therapist which is administered by the National Board for Certification in Occupational Therapy. Students who obtain a passing score will gain the credentials as an Occupational Therapist.

Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Some of the direct measures include readings, written assignments, course exams, and evaluation of project reports. Indirect assessments include formal student evaluation of faculty, graduation placements, alumni surveys, retention rates, and graduation rates. For healthcare related programs, students are assessed on their clinical abilities.

Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and to ensure students' needs are being met. The Associate Provost for Academic Programs office has an established program review process ensuring all programs are systematically and continuously monitored by both on- and off-campus reviewers. Programs are expected to report annually on their assessment of student learning outcomes and to track annual performance indicators, such as faculty performance, fiscal performance, and job placement performance. All collected and evaluated data will be reviewed by a faculty committee to ensure a process of continuous quality improvement. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

Facilities at the University are sufficient for implementing the proposed programs. Classroom and lab spaces, computer resources, and library services are sufficient for the programs' needs. Morris Library is the main library for Southern Illinois University Carbondale. The Library holds more than 2.6 million volumes, 3.6 million microform units, and over 36,000 current periodicals and serials. Library users have access to I-Share (the statewide automated system) and

to a comprehensive array of databases and other electronic data files. Morris Library provides a wide range of services, including reference assistance, instructional and technical support, distance learning, geographic information systems, and multimedia courseware development. All databases, e-books, and the catalog are available 24 hours a day, seven days a week. Students have remote access to databases using Desire2Learn file sharing functions as a coursework prerequisite. Morris Library is part of the Consortium of Academic and Research Libraries in Illinois, Association of Research Libraries, and the Greater Western Library Alliance.

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

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed programs. Additionally, the University has secured approximately two million dollars in private funds to support costs associated with the launch of the proposed BSN 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.

Bachelor of Science in Business Analytics

The Bachelor of Science in Business Analytics program will be accredited as part of the overall College of Business accreditation through the Association to Advance Collegiate Schools of Business.

Bachelor of Science in Nursing

The University provided a timeline to seek approval from the Illinois Department of Financial and Professional Regulation's Board of Nursing to offer the program and a plan to achieve accreditation with the Commission on Collegiate Nursing Education. Graduates of the BSN program will be eligible to sit for the National Council of State Boards of Nursing National Council Licensure Examination examination and to seek state licensure through the IDFPR.

Doctor of Physical Therapy

The University provided a timeline to seek accreditation for the Doctor of Physical Therapy Program from the Commission on Accreditation in Physical Therapy Education. Graduates of the program will be eligible to sit for the National Licensure Examination for the Physical Therapist which is administered by the Federation of State Boards of Physical Therapy and to seek state licensure through the IDFPR.

Occupational Therapy Doctorate

The University provided a timeline to seek accreditation for the Occupational Therapy Doctorate program from the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association. Graduates of the program will be eligible to sit for the National Certification Examination for an Occupational Therapist which is administered by the National Board for Certification in Occupational Therapy and to seek state licensure through the IDFPR.

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 programs, including detailed descriptions of the admission policies, University policies, tuition, fees and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the proposed programs by the Southern Illinois University Carbondale 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 Civic Analytics in the Chicago Region

Projected Enrollments and Degrees: University of Illinois at Chicago has indicated that enrollment in the proposed Master of Science in Civic Analytics is projected to grow from 20 students in the first year to a maximum of 56 students in the fifth year. It has projected also that 30 degrees will be awarded in the fifth year.

Background

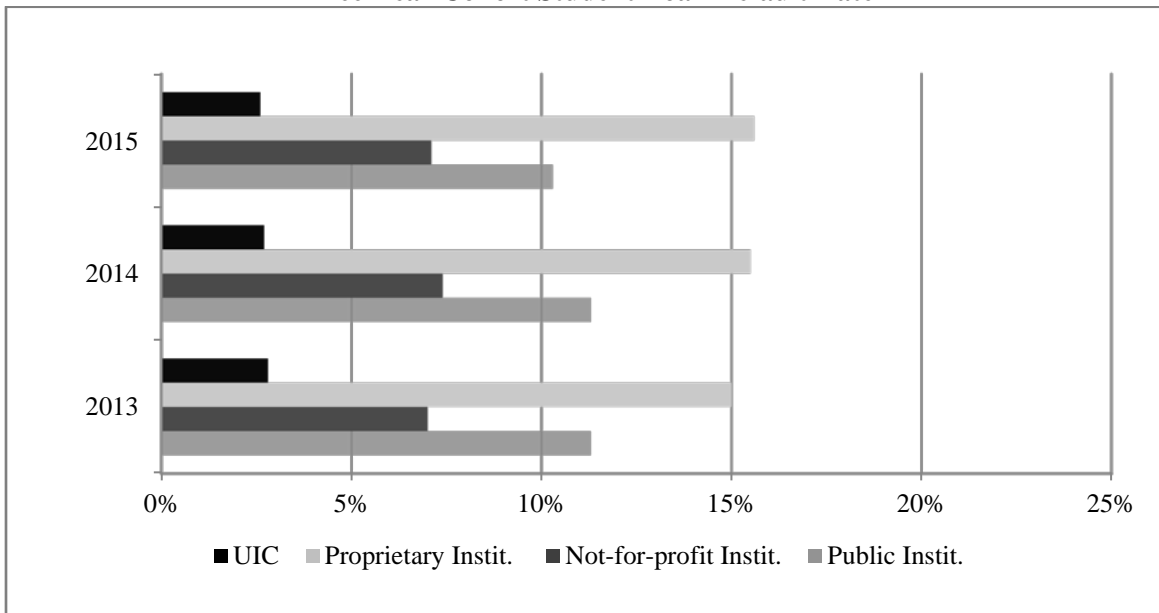
The University of Illinois at Chicago (UIC or the University) requests authorization to offer a Master of Science (MS) in Civic Analytics. If approved, the MS in Civil Analytics will be administered by the Department of Public Administration (DPA) within the College of Urban Planning and Public Affairs (CUPPA). The proposed degree is built upon the performance management track within the Public Management concentration of the Master of Public Administration. The MS in Civil Analytics includes extensive coursework in data science core which provide students with hard skills in coding and programming, geospatial methods, and information technology. The proposed program takes advantage of several existing departments and research centers within CUPPA with cross-listed courses in the Department of Urban Planning and Policy and research opportunities at the Urban Data Visualization Lab, the Urban Transportation Center, the Great Cities Institute, the Voorhees Center for Neighborhood and Community Improvement, the Institute for Policy and Civic Engagement, the Survey Research Lab, and the Center for Public Safety and Justice. The MS in Civic Analytics will prepare graduates as civic data scientists tasked with optimizing the delivery of public services, deriving useful insights from available datasets, and developing new applications for the delivery of public services.

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 University of Illinois 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 proposed program will help meet the growing demand for data specialists locally and nationally. The closest applicable Illinois Department of Employment Security (IDES) occupational class is "Operations Research Analyst" for which IDES predicts a 28.05 percent growth in demand statewide, and the U.S. Bureau of Labor Statistics predicts a 27.4 percent growth in demand nationally from 2016 to 2026. According to Forbes magazine, the number of positions in data science has grown by 650 percent since 2012, making it one of the fastest growing fields in the employment market.

The Illinois Public Agenda for College and Career Success

The MS in Civic Analytics 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 post-secondary credentials to meet the demands of the economy and an increasingly global society. The proposed program is designed to be affordable relative to other government analytics program in the country. Moreover, UIC's DPA faculty are recognized nationally for their research, and the program will employ "Technology Fellows" as instructors for the program's more specialized courses. As such, students will be well prepared for future employment as data specialists and well connected in Chicago's technology community.

Comparable Programs in Illinois

The only other similar program offered in the State of Illinois is the MS in Computational Analysis and Public Policy at the University of Chicago. However, the proposed MS in Civic Analytics differs in two key aspects. First, its focus is preparing graduates to address public problems at an operational level. It intends to provide practitioners the ability to leverage existing investments in information technology and use their advanced analytics skills to help public agencies solve complex problems. Second, as the first degree of its kind at a public university in the state and nation, it will cost roughly half what a similar degree would cost at a private university.

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 and presenting 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. A minimum GPA of 3.0 out of 4.0 is required for the final 60 semester hours of undergraduate study (or for their entire graduate program in the case of applicants with a master's degree). While applicants' baccalaureate degrees may be in any field, prior coursework in statistics, geographic information systems, mathematics, or information technology disciplines is desirable. Further, applicants must provide evidence of quantitative and analytical skills such as transcripts that include a grade of B or higher in calculus or statistics, completion of a data science boot camp, GRE or GMAT scores, etc. However, students who cannot provide such evidence are still encouraged to apply as the department offers supplemental instruction for those who need it. Applicants must also submit three professional or academic letters of recommendation, a resume, and a personal statement.

Curriculum

The program builds largely off existing courses from the current Master of Public Administration program in the DPA. A minimum of 55 hours must be earned to complete the degree. The curriculum is comprised of 14 hours of Public Service Foundation courses, 24 hours of Analytics and Data Science Core courses, eight hours of Research Methods courses, and eight hours of electives. After completing their coursework, students will engage in a three-hour internship or Professional Project via two hours in either an Internship in Civic Data and Technology or a Civic Analytics Capstone plus a one-hour Professional Portfolio. The two-hour internship requirement may be waived by the Director of Graduate Studies for those with professional experience or demonstrated competence.

Assessment of Student Learning Outcomes

Each course in the curriculum serves a role in promoting student learning objectives; faculty assess student learning outcomes using direct and indirect measures. Direct measures include exams, written reports, projects, demonstrations, and oral presentations. Furthermore, each year's contingent of final projects will be evaluated by the core faculty to assess their methodological strengths and weaknesses. Indirect measures of student learning outcomes include a student success dashboard used to track academic progress, evaluations of student competencies and performance by internship supervisors, and alumni feedback.

Program Assessment

The University has established processes to monitor the overall effectiveness of the program. Program assessment will include project reviews, oversight boards, and internship supervisor and alumni feedback; and will be coordinated by the Office of Academic Program Review and Assessment. Moreover, the program director will keep detailed information about the student population, including course passage rates, graduate placements, and student diversity; and an annual survey of program alumni will help provide a gauge of the degree's utility for employment in the data science field.

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 currently used by the Department of Public Administration. Additional facilities, including library resources, 24-hour access to a computer lab maintained by the CUPPA, all necessary software programs and licenses, and a student work/meeting space, are adequate to support the program. The program will benefit from the support and resources of CUPPA, including IT support and access to equipment and expertise from researchers at the Data Visualization Laboratory and the Survey Research Laboratory, which are housed in the same building.

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 Department of Public Administration currently has 15 full-time faculty and approximately 12 part-time adjunct faculty who will teach in the program, a program director, and an academic advisor dedicated to the program. The DPA will hire two new tenure track Assistant Professors with expertise in the program subject areas in fall 2019, and may draw from contacts and alumni in Chicago for additional adjunct faculty.

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 current DPA budget is adequate to support the proposed program including faculty, staff, facilities, library resources, and graduate 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 Science in Civic Analytics proposed by the University of Illinois Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Springfield

Proposed Center Title in the Region of Authorization: Center for Online Learning, Research, and Service (COLRS) in the Central Region

New Administrative Unit: This proposal seeks approval of the establishment of the Center for Online Learning, Research, and Service as a permanent administrative unit. The Center for Online Learning, Research, and Service provides direct technological support to faculty, students, staff, and Illinois citizens through its expertise in online learning delivery, professional development, scholarly research, and collaboration with external stakeholders. By providing administrative infrastructure and oversight, the Center for Online Learning, Research, and Service will serve as the hub for the study and application of online learning pedagogy, technology, and best practices at the University of Illinois at Springfield. As a result, the University of Illinois at Springfield will continue to establish best practices in the development and delivery of online curricula, research, and other online resources in order to carry out the educational mission of the University.

Background

The University of Illinois at Springfield (UIS or the University), which has been offering online courses since 1997 and now offers numerous individual online courses, as well as 14 bachelor's programs, 12 master's degrees, and 15 graduate certificates fully online, seeks approval to establish the UIS Center for Online Learning, Research, and Service (COLRS) as a permanent center. COLRS's predecessor unit, the Office of Technology Enhanced Learning (OTEL), was founded originally to provide faculty with online course development and training; OTEL expanded its unit mission to serve the larger institution's mission and strategic plan and became the Center for Online Learning, Research, and Service. This unit was designed as the UIS hub for the study and application of online learning pedagogy, technology, and best practices. COLRS informs, empowers, assists, and supports the faculty of UIS in the delivery of courses, degrees, and certificate programs through the Internet; builds online collaborations within UIS and among educational institutions, government agencies, and businesses; provides support for original scholarly research and the dissemination of results; and builds synergies between discovery research and the enhancement of current online education practices. COLRS is funded through institutionally designated funding and through an online learning fee assessed per credit hour for online courses. COLRS resides within the Academic Affairs Division, which is led by the Vice Chancellor for Academic Affairs and Provost of the University.

Institutional Data

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

No data are provided because available student outcomes information would not be applicable to the permanent establishment of this new unit.

Need

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

The Illinois Public Agenda for College and Career Success

As a unit, COLRS meets all four goals of the *Illinois Public Agenda for College and Career Success* in the following ways: Goal 1, Educational Attainment: the COLRS unit supports faculty who reach students throughout Illinois via online instruction and who are otherwise unable to attend college in person. During the fall 2017 semester, 61 percent of all online students lived within 73 counties in Illinois, demonstrating COLRS' importance especially to students in rural areas who do not have the option of traveling to or living at a university for bachelor's or master's degree completion. Goal 2, College Affordability: UIS ensures that online students enrolled in fully online programs receive a special e-tuition rate that discounts tuition and mandatory fees and assessments. Additionally, COLRS is leading a new Open Education Resources initiative to keep college affordable by reducing or eliminating textbook costs through the adoption of available free digital resources. Further, the unit collaborates with entities across campus to integrate best practices and resources in both real and virtual classrooms, ensuring students' dollars are spent on high-value resources and experiences at scale, resulting in lower out-of-pocket costs to students. Goal 3, High Quality Credentials to Meet Economic Demand: COLRS provides support to high quality degree programs both online and on campus through the provision of high quality learning technologies and teaching resources to all faculty, ensuring students have the high-quality credentials necessary to compete in today's complex, globalized marketplace. Further, COLRS provides faculty and online program coordinators with high quality professional development and continuing education credentials to carry out their duties to students and the institution within degree programs to assist with meeting the demands of the regional, national, and global workforce.

Goal 4, Integration of Educational, Research, and Innovation Assets: COLRS is a significant innovation arm of UIS: it develops, shares, and propagates important scholarly research; works to incorporate new developments in technology resources to teaching and learning best practices across campus; and provides scholarly research opportunities for faculty and staff across the institution related to teaching and learning in an online environment. As a result, students benefit by having access to innovative technologies used by trained faculty, as well as by learning from faculty who are up-to-date on best practices and technologies for virtual and real classrooms, and from faculty research opportunities offered through COLRS. To date, thirty-two UIS faculty have participated in research through the Faculty Fellows program, with many more participating in the Community of Practice in e-Learning (COPE-L) and the Community for Innovation and Engaged Learning (CIEL), both faculty groups specializing in discovering and disseminating innovative approaches to engaged teaching that have been primarily supported through COLRS by staff and financial resources. As well, a new initiative is underway to improve Open Education Resources accessibility in courses, both online and in-person, across campus.

Comparable Institutes and Centers in Illinois

While most universities and colleges in Illinois have some form of center for online teaching and learning, UIS's Center for Online Learning, Research, and Service is historic in its early founding among public universities nationally, as well as nationally renowned for its early and now well-developed expertise. In addition to providing the administrative and infrastructure support for technological and pedagogical innovation for faculty and programs across UIS, COLRS fosters and contributes to research and professional development efforts across the University of Illinois system, as well as to other state, national, and international government and nonprofit entities and organizations. The leadership and staff of COLRS have presented their research and findings to scholarly audiences in print and in person, and have received national and international recognition as individual staff members, faculty, and academic leaders in the fields of online pedagogy, distance learning, adult education, continuing education, and digital learning, to name a few. Finally, COLRS has been awarded nearly four million dollars in grants since its inception. COLRS serves the University of Illinois system, multiple Illinois state agencies and their employees, nonprofit agencies, Illinois' community colleges and other public universities, and students, faculty, and staff at UIS as well as COLRS' partner institutions across the state, nation, and globe. Therefore, while other centers may have similar mission and values, COLRS is the only one of its kind in Illinois with its history, expertise, outreach, collaboration, awards, and contributions across multiple sectors.

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 objectives of the proposed permanent administrative unit, the Center for Online Learning, Research, and Service, are consistent with the University's mission and have been successful in supporting the University's work by providing a strong foundation for high-quality teaching, active learning, meaningful research, and impactful civic and community engagement to occur for students throughout Illinois, across the country, and globally

Assessment of Outcomes

COLRS will help provide the professional, technological, and pedagogical frameworks needed to support the activities and missions of both COLRS and the University of Illinois at Springfield by using direct and indirect measures to ensure continuous improvement. Specific measures used to determine the unit's success include the following:

- Number of online degree programs offered;
- Number of enrolled students from outside of Sangamon County;
- Number of high quality professional development activities provided for faculty;
- Percentage of faculty who receive one-on-one assistance (eLearning specialist to faculty) or departmental support through COLRS for course creation or deployment;
- Use of tools such as Quality Matters to assist in course review and development;
- Number of faculty and staff awards and recognitions received in the field of online learning;
- Provision of workshops locally, regionally, and nationally for faculty and staff at institutions of higher education, including Illinois community colleges;
- Number of faculty assisted with online teaching and learning tasks;

- Number of faculty participating in COLRS Faculty Fellows research activities;
- Number of faculty participating in service opportunities in the field of online learning; and
- Provision of leadership and periodic review in areas of enrollment management, student support services, technology services, and faculty development to consistently align online instruction and delivery to the UIS mission.

COLRS staff review projects and internal Information Technology Services' faculty satisfaction survey questions and results annually to determine the best course(s) of action for continuous improvement. Since 2013, the unit uses the Professional and Organizational Development Network and American Council for Education Faculty Development Center Matrix evaluation materials to review the unit's performance and organizational efficacy in the four specific areas of organizational structure, center location, resource allocation, and programs and services. Further, COLRS participates in the five-year comprehensive program review of UIS units, with the next five-year program review scheduled for 2019-2020. COLRS will utilize the nationally normed Knowledge Performance Indicators developed by the Hallmarks of Excellence in Online Leadership to guide the five-year program review, as well as the unit success indicators listed above. Finally, in spring 2019, COLRS created a unit strategic plan aligned with the institutional Strategic Compass for the next five years that will become part of the five-year comprehensive plan review in the future.

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.

Facilities at the University of Illinois at Springfield are sufficient for permanently housing the Center for Online Learning, Research, and Service. Office space, computer resources, and library services are sufficient for the unit's needs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. 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 COLRS administrative unit will reside within UIS's Academic Affairs Division, which is led by the Vice Chancellor for Academic Affairs and Provost of the University. The Executive Director of COLRS reports to the Associate Vice Chancellor for Online Learning, who reports to the Provost. COLRS houses the following staff: three instructional development specialists in eLearning; one instructional technology technical associate; one campus accessibility specialist; one online career specialist; one director of Illinois Online Network; one graduate intern; and five student workers. Additionally, indirect support is provided through 13 online program coordinators and up to eight faculty fellows each year.

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.

COLRS is funded through institutionally designated funding and through an online learning fee associated with the number of online credit hours on a per-student basis. These funds form a sustainable fiscal foundation for the unit. A proposed addition of a multi-media specialist is slated for Year Three to accommodate the continued growth of online program offerings. Faculty costs are associated with the college to which faculty members are assigned.

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 is required.

Staff Conclusion

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

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Bachelor of Science in Sustainable Design in the Prairie Region

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

Background

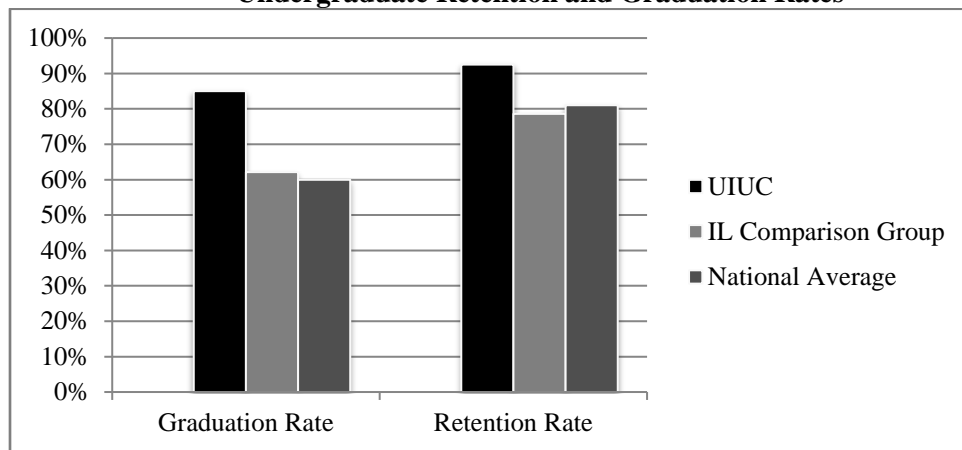
University of Illinois at Urbana-Champaign (the University or UIUC) is seeking authority to offer a Bachelor of Science (BS) in Sustainable Design in the Prairie region. The proposed program draws on and integrates the curricular offerings and faculty expertise related to sustainability that is currently dispersed across four units in the College of Fine and Applied Arts (FAA): the School of Art and Design; the School of Architecture; the Department of Landscape Architecture; and the Department of Urban and Regional Planning. As such, the BS in Sustainable Design leverages existing resources and expertise in the College of FAA while making sustainability the primary focus. The proposed program requires a completion of 120 semester and will prepare graduates to work as sustainability managers or specialists for industry, business, government, and in the nonprofit sector. With the administration of the degree at the college level, advising and oversight will be carried out by the Office of Undergraduate Affairs/Academic Programs.

Institutional Data

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

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

Undergraduate Retention and Graduation Rates



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

Note: University of Illinois at Urbana-Champaign is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The University's 2016-2017 graduation rate was 85 percent and the average among comparable Illinois institutions was 62.1 percent. The national 2016-2017 average graduation rate available for public four-year institutions was 60 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

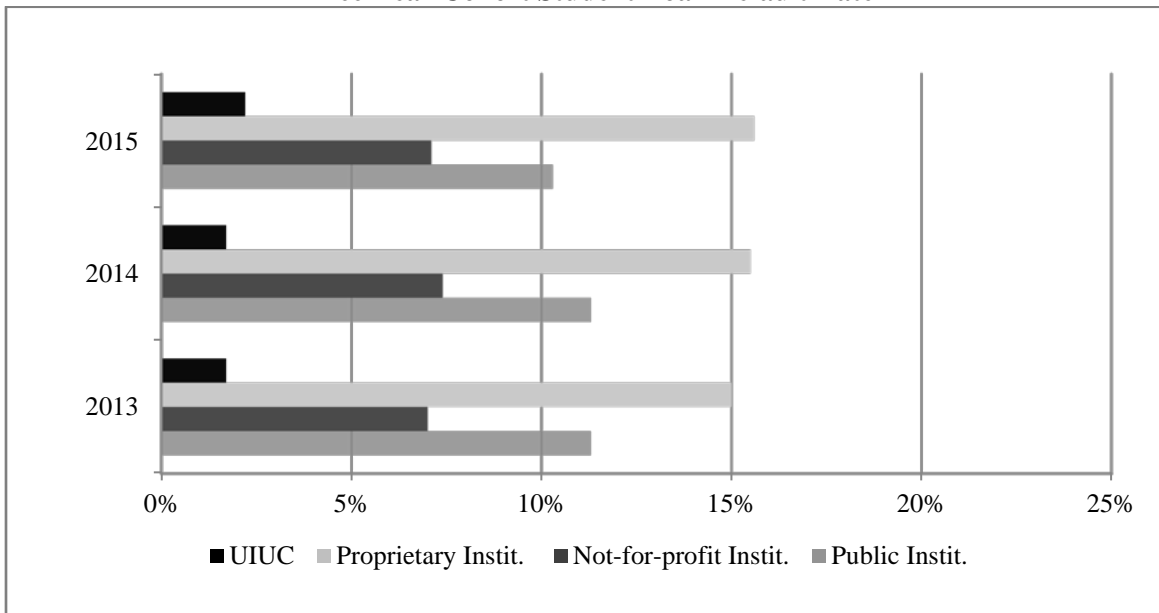
Undergraduate Retention Rate

The University's 2016-2017 retention rate was 92.5 percent and the average among comparable Illinois institutions was 78.6 percent. The national 2016-2017 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

The University's 2016-2017 completions per 100 full-time equivalent (FTE) rate was N/A. The average among comparable Illinois institutions was 25.2. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. For the University of Illinois at Urbana-Champaign, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, and substantial numbers double major and take overloads of credit hours (over 12, up to 18 credit hours), and the standard calculation does not account for these factors.

Three Year Cohort Student Loan Default Rate



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

Note: 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.

Graduates of the proposed program will be able to work as sustainability managers or specialists for industry, business, government, and in the nonprofit sector on such issues as waste-stream management, green building practices, and green procurement plans. The Occupational Information Network, projects a growth of five to nine percent from 2016 to 2026 for the career, with 104,200 projected job openings for Sustainability Specialist in the same time frame with an average salary of \$70,530 annually.

The Illinois Public Agenda for College and Career Success

The proposed BSSD degree program will contribute to Goals 1 and 3 of the *Illinois Public Agenda for College and Career Success* goals. Goal 1 is to increase educational attainment to match the best-performing states. A few programs with similar goals have appeared in recent years at universities in Florida, Arizona, and Rhode Island, but the field is still relatively new. With this new program, UIUC will be one of the educational leaders in this area. 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. Sustainable design is an essential component of a global society, and the proposed degree will prepare individuals to meet the economic demands of the 21st Century in a sustainable manner.

Comparable Programs in Illinois

Currently, no other public or private institutions in Illinois offer a BS in Sustainable Design. The proposed degree is created by the unique combination of environmental design fields at UIUC's College of FAA including the Schools of Architecture and Art and Design, and the Departments of Landscape Architecture and Urban and Regional Planning. Other programs focused on sustainability exist at UIUC and other Illinois universities, but the proposed program is unique in its emphases on design and on the built (rather than natural) environment.

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

The proposed BS in Sustainable Design will follow the University's undergraduate admission policy and application process. Academic achievements (high school GPA, class rank, and standardized test scores) are the most important factors but extra-curricular involvement, individual interests, personal characteristics and circumstances, and special talents are also considered. A personal statement is required, but the portfolio requirement that is normally required for the School of Art and Design will be waived for students applying to the program.

Curriculum

The proposed program requires a completion of 120 semester hours including 45 credit hours of required core courses, 16 credit hours of electives, 22 credit hours of college or university electives, and 37 credit hours of general education requirements. A minimum of 40 hours of upper-division coursework is required, and the program culminates in a capstone seminar in which students conduct a research project. Students must satisfy the general education language requirement which is to complete a third semester college-level course in a language other than English, or otherwise demonstrate a similar level of proficiency.

Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Examples of direct assessments include course-embedded projects, class critiques, student program exhibits, capstone projects, portfolios, and an exhibition. Students must earn a grade of at least a B in diagnostic courses to demonstrate meeting the learning objectives. Examples of indirect assessments include job placement rates and graduate school acceptance rates.

Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Specifically, a faculty program coordinator from one of the units in the College of FAA and one faculty person from each of the remaining three units will form a courses and curriculum committee to regularly assess the success of the program. The committee will report to the Assistant Dean for Academic Programs; and will use in its assessment such information as disaggregated admission data, student performance data, student participation in study abroad programs, undergraduate research opportunities, retention rates and average time to degree completion, student and alumni feedback, senior exit survey, student awards and recognition outside the School of Art and Design, and job and graduate school placements.

Facilities (space, equipment, instructional materials)

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

The proposed program will use existing facilities, equipment, and instructional technologies within the College of Fine and Applied Arts. Ample classroom, exhibition, installation and studio space is available. Computer labs house sufficient workstations with all hardware, software, and necessary accessories for scanning, printing, modeling, and cutting. Multiple workshops and labs with a wide selection of hand and power tools for manipulation of traditional three-dimensional materials and painting, woodworking, and photo manipulation equipment are also available.

The UIUC Library's robust collection will support the BS in Sustainable Design with books, full-text article databases, comprehensive e-book collections from relevant publishers, and core journals and reference sources. Specifically, the Ricker Library of Architecture and Art and Funk Agricultural, Consumer, and Environmental Sciences Library hold large collections related to sustainable design.

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 College of Fine and Applied Arts will supply staff for administration and advising, and an assistant dean along with the faculty program coordinator will oversee the program. Existing faculty in each of the four units that comprise the College of FAA will teach the required and elective courses. The University has identified institutional policies that ensure that academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

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

There is no applicable specialized accreditation for the BS in Sustainable Design.

Program Information

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

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

Staff Conclusion

The staff concludes that the Bachelor of Science in Sustainable Design proposed by the University of Illinois 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.