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

Submitted for: Action.

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

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

Southern Illinois University Carbondale

- Doctor of Medical Science in the Southern Region

University of Illinois at Chicago

- Bachelor of Science in Computer Science and Linguistics in the Chicago Region

University of Illinois at Urbana-Champaign

- Master of Veterinary Science in Livestock Systems Health in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

Executive Summary – Public Institutions

Southern Illinois University Carbondale

- Doctor of Medical Science in the Southern Region

Southern Illinois University Carbondale (SIUC or the University) requests authorization to offer a Doctor of Medical Science (DMSc) for physician assistants (PAs) in the Southern Region. The proposed program, administered by the School of Medicine, is designed for licensed practicing physician assistants who have the desire to advance their healthcare delivery skills through emphasis on clinical proficiency, executive-level leadership, scholarship and inclusive compassionate care. The program requires a minimum of 37 credit hours including 21 hours of online courses and 16 hours of practicum experience in which students will have the option of choosing between advanced clinical practice or PA education track. Students will also complete an evidence-based scholarly project, acceptable for publication in a peer-reviewed PA or medical journal. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

University of Illinois at Chicago

- Bachelor of Science in Computer Science and Linguistics in the Chicago Region

The University of Illinois at Chicago (UIC or University) requests authorization to offer an interdisciplinary Bachelor of Science (BS) in Computer Science and Linguistics in the Chicago Region. The proposed BS in Computer Science and Linguistics degree is designed for students who plan to pursue computational skills in various disciplines that include an aspect of language, such as speech

recognition, speech synthesis, machine-human interaction, narrative science/natural language generation, demography, social network analysis, or more direct work with language analysis using computational tools, such as documentation of indigenous languages, language learning apps, healthcare communication, digital humanities, and textual analyses. The proposed program prepares students for immediate employment or graduate study. The major pairing of Bachelor of Science in Computer Science and Linguistics requires 120 credit hours to graduate, comprised by a minimum of 32 credit hours of Computer Science and 24 credit hours in Linguistics. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

University of Illinois at Urbana-Champaign

- Master of Veterinary Science in Livestock Systems Health in the Prairie Region

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to offer a Master of Veterinary Science (MVS) in Livestock Systems Health in the Prairie Region. The proposed graduate program, offered by the College of Veterinary Medicine, will prepare current veterinarians with a new framework for adopting a holistic approach to animal health and disease management in livestock production systems. The MVS in Livestock Systems Health requires a minimum of 32 credit hours including 20 hours of major elective coursework covering the following subject areas: pathogen biology, immunology and medical microbiology, epidemiology and animal health economics, infectious disease control and management, as well as systems management and systematic approaches to problem solving. The proposed program also requires four credit hours of biostatistics and concludes with a capstone research project. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to grant the Doctor of Medical Science 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 University of Illinois at Chicago authorization to grant the Bachelor of Science in Computer Science and Linguistics in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to grant the Master of Veterinary Science in Livestock Systems Health in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Southern Illinois University Carbondale

Proposed Program Title in the Region of Authorization: Doctor of Medical Science in the Southern Region.

Projected Enrollments and Degrees. Southern Illinois University Carbondale projects enrollments of 40 students in the first year and 100 total students in the fifth year. The University projects 40 degrees will be awarded in the first year and 100 in the fifth year.

Background

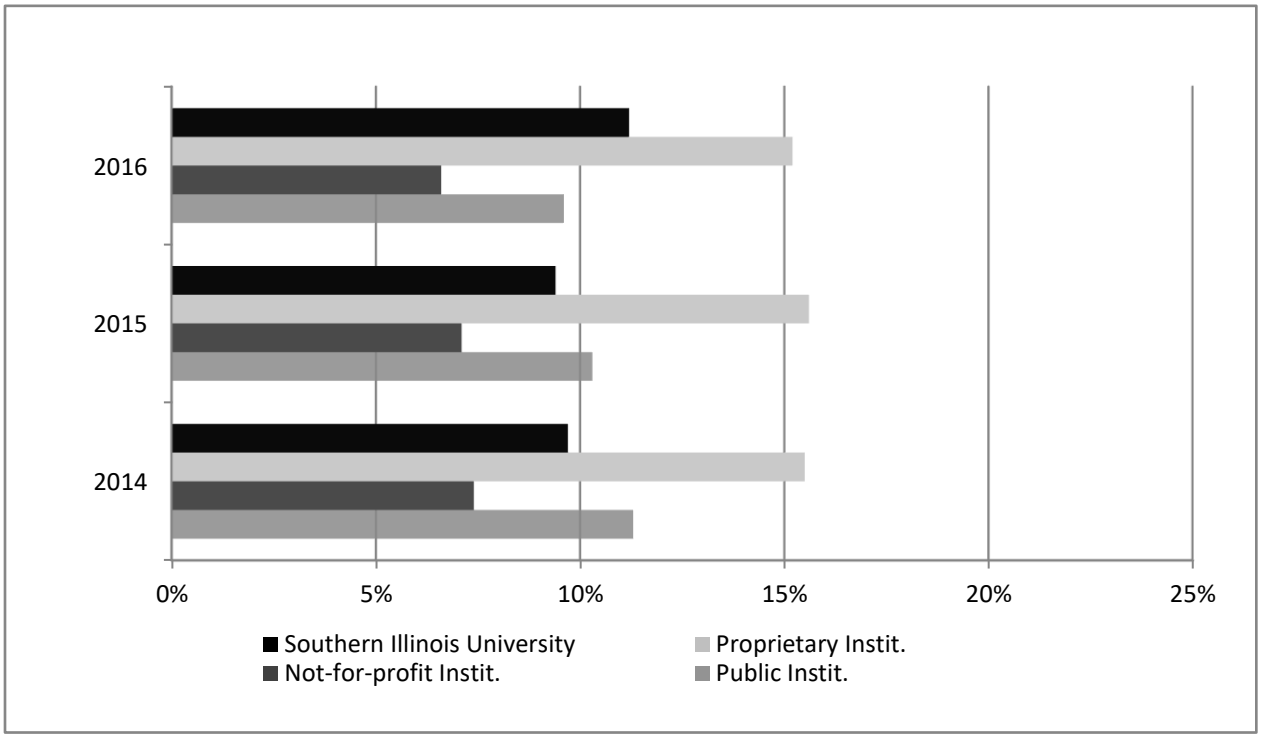
Southern Illinois University Carbondale is seeking authorization to offer a Doctor of Medical Science in the Southern Region. The Doctor of Medical Science is a 37-credit-hour doctoral program includes 21 credit hours of online courses encompassing leadership, administration, healthcare law, global health, disaster medicine, quality performance, and the evidence-based scholarly project. For the 16 credit hours of practicum experience, students choose between advanced clinical practice or medical education plan of study. Based on the selected track, graduates will be equipped for advanced practice in the field or trained to prepare the next generation of physician assistants. The proposed program will be administered by the School of Medicine.

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, 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 SIUC was 9.7 percent in 2014, 9.4 percent in 2015, and 11.2 percent in 2016. 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 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically 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.

A nationwide physician shortage exists across healthcare organizations especially in central and southern Illinois. Subsequently, the SIUC PA program has worked to help alleviate that shortage by training physician assistants to increase access to and quality of care in rural and underserved areas. Additionally, the U.S. Department of Labor expects the physician assistant profession to grow 31 percent from 2018 to 2028, much faster than average for all occupations. Furthermore, the increasing demand for PAs is driving the need for accredited physician assistant programs to produce qualified graduates to help address the physician shortage in healthcare organizations.

The SIUC PA program has followed the progression of the PA professional degree from a Bachelor's to Master's level and now is following the national trend towards offering a doctoral degree for PAs. The Doctor of Medical Science will further prepare physician assistants and advance their professional careers to fill existing gaps in care and leadership. With the growing number of PA programs, there is also a strong need for an academic career path for graduates to become faculty who will shape future leaders of the PA profession. Typically, a doctoral degree is required by most universities for promotion and tenure considerations.

The Illinois Public Agenda for College and Career Success

The proposed Doctor of Medical Science program will further Goal 3 of the *Illinois Public Agenda for College and Career Success* goals to *increase the number of postsecondary credentials to meet the demands of the economy and an increasingly global society*. Physician Assistants practice in all work settings and every specialty area. According to the U.S. Bureau of Labor Statistics, the PA profession is the fifth fastest growing occupation in the United States. Over 96 percent of all PA students receive a master's degree upon graduation. The program will equip graduates with advanced knowledge to practice in the field or become faculty in a PA degree program.

Comparable Programs in Illinois

There are currently no colleges or universities in the State of Illinois that offer a Doctor of Medical Science (DMSc) program for physician assistants. Five universities across the nation offer Doctor of Medical Science programs for post-graduate physician assistants: Lincoln Memorial University, University of Lynchburg, A.T. Still University, Rocky Mountain University, and Butler University. Baylor University offers doctoral degree programs in emergency medicine, orthopedics, and general surgery/intensive care for PAs in the Army and Airforce. The Massachusetts College of Pharmacy and Health Sciences offers a Doctor of Science in Physician Assistant Studies to post-graduate PAs. The proposed DMSc program would meet a need that is not currently being met by existing institutions in Illinois.

Mission and Objectives

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

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects 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

To qualify for admission to the Doctor of Medical Science program in the School of Medicine at Southern Illinois University Carbondale, an applicant must have earned a masters or doctoral degree from a regionally accredited institution, or from a foreign university based on a transcript evaluation completed by an agency from the NACES website, www.naces.org. Licensure or certification as a physician assistant is an admission requirement for the DMSc program at SIUC. Applicants must provide proof of active licensure, certification, or both. All students are required to be actively working as a PA either clinically, in medical education, or in a related administrative position. Official transcripts from all degree-granting institutions must be submitted along with a completed online application and non-refundable fee. A resume or curriculum vitae detailing education, employment, volunteer service, and scholarly activity is required. Applicants may be asked to participate in a phone interview.

Curriculum

The Doctor of Medical Science is a 37-credit-hour curriculum that includes 15 credit hours of online courses in leadership, administration, healthcare law, global health, disaster medicine, and quality performance. Students will also complete 16 credit hours in a practicum sequence of their choice: academic (PA education) or practitioner (advanced clinical practicum) plan of study. Based on selected track, graduates will be trained to prepare the next generation of physician assistants or equipped for advanced practice in the field. Students are also required to fulfill six credit hours of evidence-based research and scholarly project coursework. The final project must be geared toward the application of modern medical educational strategies, progressive medical policies, or state-of-the-art patient care practices and be acceptable for publication in a peer-reviewed PA or medical journal.

Assessment of Student Learning

Southern Illinois University Carbondale has established processes to measure and analyze student learning outcomes data. Direct measures for the Doctor of Medical Science include

discussion board posts, written papers, individual projects, and group projects. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include preceptor and mentor surveys, evaluative surveys of each course and instructor, exit surveys, and alumni feedback. Baseline for acceptable student performance for passing courses, assignments, and achievement of student learning objectives is 75 percent on any instrument of evaluation. Lastly, the final research project must meet standards suitable for peer-reviewed journal submission.

Program Assessment

Southern Illinois University Carbondale has articulated a comprehensive plan to determine the overall effectiveness of its programs and to ensure students' needs are being met. Continuous self-assessment utilizing both qualitative and quantitative data of all aspects of the DMSc program will be performed. All assessment data will be collected by the Program Director, then reviewed and analyzed in partnership with faculty. When appropriate, course modifications and content adjustments will be made at faculty meetings and annual retreats.

The Curriculum, Admissions, and Student Progress Committees will meet regularly to discuss and analyze data and to apply the results to their respective aspects of the curriculum and program. Student performance, remediation, deceleration, and attrition are closely monitored by the Student Progress Committee (SPC), faculty, and the Program Director. Following each course students will complete evaluative surveys of the course and the instructor, rating the student's perception of the course's ability to facilitate the student's learning and effectiveness in meeting the stated objectives. Concerns are discussed with individual faculty members. At the conclusion of the program, students will also complete an exit survey assessing the program's curriculum, effectiveness and overall strengths and weaknesses. Finally, graduate surveys will be sent to alumni after graduation at one- and five-years post-graduation or more often if indicated by program needs.

Policies and procedures in the Program Handbook are reviewed by faculty on an annual basis. Faulty discussion along with data from SPC data, exit and graduate surveys, and course evaluations, may be analyzed when making recommendations for changes. The program, faculty, staff, students, and curriculum will be evaluated and compared to institutional benchmarks to ensure the program is meeting or exceeding expectations. The benchmarks will be used to validate the effectiveness of program changes and to support discussion about changes that may be warranted.

Facilities (space, equipment, instructional materials)

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

Existing facilities, equipment, and instructional technologies in the School of Medicine are sufficient for implementing the proposed program. Courses will be delivered online, and the practicum will be completed at the student's place of employment. The Medical Resource Center at the School of Medicine will support the DMSc program, providing approximately 12,000 textbooks as well as access to a comprehensive list of professional journals, clinical, and evidence-

based medicine database resources.

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.

New hires will consist of a full-time onsite director to manage daily operation and program organization, a full-time faculty person to assist students with doctoral projects and evidence-based research, and five part-time faculty members, each teaching an online course. If enrollment increases over the years and more cohorts or sections of courses are needed, more part-time faculty may be added. The University has identified institutional policies to ensure that the academic professionals possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Program administrators and 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 program will rely on funding from the School of Medicine to make initial faculty and staff hires before the launch of the program. After that, the proposed program will be self-supporting through tuition generated by the program. Students will be referred to the appropriate existing support services within SIUC and the School of Medicine.

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.

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 proposal and will be published on the University's website.

Staff Conclusion

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

University of Illinois at Chicago

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Computer Science and Linguistics in the Chicago Region

Projected Enrollments and Degrees: The University of Illinois at Chicago projects 25 enrollments in the first year and 75 enrollments in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

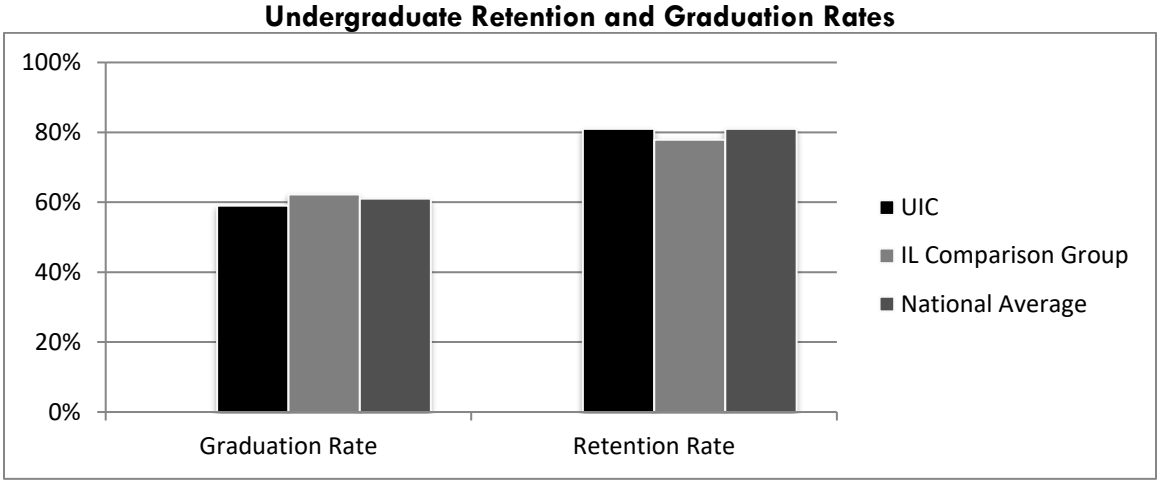
Background

The University of Illinois at Chicago (University or UIC) is seeking authorization to offer an interdisciplinary Bachelor of Science (BS) in Computer Science and Linguistics (BS-CSL) in the Chicago Region. This interdisciplinary framework is designed for students who plan to pursue technical or professional careers or graduate study in Linguistics but require a sound grounding in computer science. The proposed BS in Computer Science and Linguistics is modeled after a similar program at the University of Illinois in Urbana-Champaign and will be housed in UIC's College of Liberal Arts and Sciences.

Institutional Data

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

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



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

Undergraduate Graduation Rate

The University's 2018 graduation rate was 59 percent and the average among comparable Illinois institutions was 62.2 percent. The most current published national 2017-2018 average graduation rate available for public four-year institutions was 61 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).

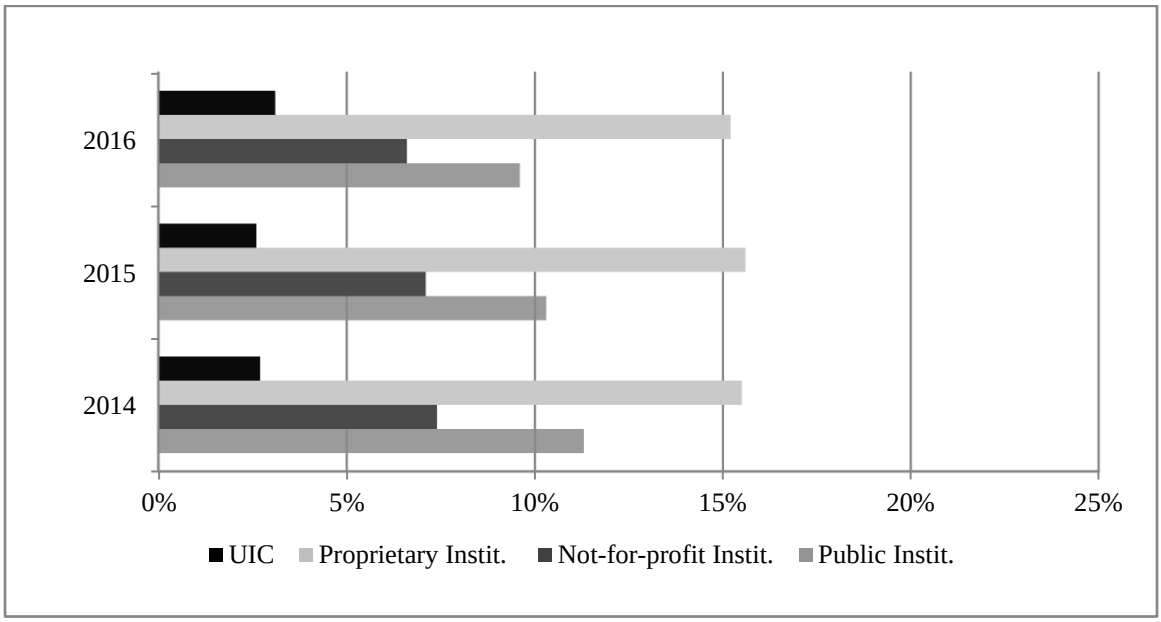
Undergraduate Retention Rate

The University's 2018 retention rate was 81 percent and the average among comparable Illinois institutions was 77.9 percent. The most current published national 2017-2018 average retention 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 2017-2018 completions per 100 full-time equivalent (FTE) rate was 22. The average among comparable Illinois institutions was 24.8. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US 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 the University of Illinois at Chicago was 2.7 percent in 2014, 2.6 percent in 2015, and 3.1 percent in 2016. 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 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Need

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

According to the U.S. Bureau of Labor Statistics (BLS) in 2017, "Employment in computer occupations is projected to increase by 12.5 percent from 2014 to 2024, and due to its large employment size, this growth is expected to result in nearly half a million new jobs, far more than any other STEM group." Further, the Chicago metro area is one of the fastest-growing and largest tech-industry employment areas in the country. According to the BLS's Occupational Employment Statistics for 2018, Illinois ranked sixth in employment level for computer and math occupations, and Chicago-Naperville-Elgin ranked fifth among U.S. metropolitan areas for employment levels in those fields.

Computer Science is one of the fastest-growing undergraduate disciplines at the institution, with the number of Computer Science majors increasing fivefold over the past ten years. Combined with the increasing demand for Computer Science majors is students' increasing demand for complementary education in other fields. The proposed Bachelor of Science in Computer Science and Linguistics addresses the need for computer science-trained students ready for employment or graduate study, while the proposed interdisciplinary framework, in this instance in linguistics, enables the application of computer science concepts, methods, and skills directly to the discipline. For the proposed program, a recent search of LinguistList, the leading job aggregate site in the field of linguistics, showed more jobs listed in computational linguistics than any other subfield of linguistics, and included positions in academia (assistant profession, postdoctoral positions) as well as national and international positions in industry (Amazon, Google, Duolingo, Emogi Technologies, and others).

Finally, Chicago's unique population, according to the U.S. Census Bureau, speaks 153 different languages. Of the population under the age of five, nearly 30 percent speak a non-English language in the home. The proposed BS in Computer Science and Linguistics will enhance UIC's ability to provide relevant programs to frequently underserved students who are also underrepresented in especially Computer Science. These facts create challenges and opportunities for the University to meet the needs of its largely commuter student population, provide appropriate student services and programs for those students, and create the Research I-level academic and scholarly research opportunities expected of the UIC. However, the proposed program addresses each of those challenges and opportunities.

The Illinois Public Agenda for College and Career Success

The proposed Bachelor of Science in Computer Science and Linguistics supports Goal 1, Educational Attainment, of the *Illinois Public Agenda for College and Career Success*. Goal 1 seeks to increase educational attainment to match the best-performing states by "increas[ing] success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability." The proposed program will address the dearth of women and underrepresented minorities pursuing higher education in the computer sciences, where typical female enrollments are between ten and 20 percent, and underrepresented minority enrollments are less than five percent. In the case of linguistics, the Linguistic Society of America's Annual Report for 2018 indicated that, on average women outnumber men 2:1 in undergraduate linguistics programs nationwide. Therefore, the proposed BS in Computer Science and Linguistics provides opportunities to close the gap between the genders and underrepresented students in computer sciences and linguistics.

The proposed BS program also supports Goal 3, High Quality Credentials to Meet Economic Demand. Goal 3 seeks to increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society. Students with a strong computer science background are in high demand in graduate programs and professions worldwide. Students in the Chicago area may be particularly well-positioned to capitalize on recent growth in the region's tech industry and its major universities. The proposed program contributes to meeting Goal 3 in culturally and economically relevant ways, given the diversity and need of UIC's larger community.

Comparable Programs in Illinois

One public institution in the state, the University of Illinois Urbana-Champaign (UIUC), also offers a degree in Computer Science and Linguistics; however, UIC's proposed program differs significantly regarding targeted student demographics and the curricular focus on discourse and pragmatic aspects of language processing and generation. No other public or private institutions offer the Bachelor of Science in Computer Science and Linguistics in the Chicago Region.

One private institution, Lewis University in the South Metro Region, also offers a Computer Science plus other discipline major. This degree is a Bachelor of Art with complementary work in History, Music, Political Science, and Theology.

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 program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the programs 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 proposed program, prospective students must apply to enter the University as pre-major in Computer Science and Linguistics. Students would become eligible for admission to the major only after completing the requirements established by the departments, including at least one C and one B in Calculus I and Program Design I with an average math/science/engineering GPA of 2.50; and at least a B in Introduction to the Study of Language. Transfer students may be admitted to the program, provided they have completed the admission requirements.

Curriculum

The Bachelor of Science in Computer Science and Linguistics is a 120-credit-hour curriculum that includes 11 semester credit hours in Math and Statistics; 32 semester credit hours in Computer Science including programming, data structures, software design, and language and automata; and 24 semester credit hours in Linguistics, including syntax, phonetics and phonology, and pragmatics, semantics and discourse. Students will select electives from each discipline that support his or her career or graduate school interests.

Assessment of Student Learning

The University of Illinois at Chicago has established processes to measure and analyze student learning outcomes data. Direct measures include projects, essays, tests, and homework. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include focus groups and surveys, graduation rates and average time to degree, job placement salary and other employment data, and student applications and acceptance rates.

Program Assessment

Due to the interdisciplinary nature of the proposed program, the College of Liberal Arts and Sciences, in which the program will be administratively housed, and the College of Engineering will convene an annual cross-college council comprised of the relevant department heads/chairs, directors of undergraduate study, academic advisors, and deans/directors in Student Academic Affairs to monitor the proposed program's performance, growth, and curricular quality. Data to aid program evaluation include direct and indirect measures of student performance data; retention rates and average time to degree; annual senior survey results; employment rates and salaries, and comparisons to national averages; rates of employment in summer internships; rates of acceptance to graduate schools; faculty output; department faculty composition and administration; student composition; and alumni surveys. For the proposed program, the Linguistics Department's Head and Director of Undergraduate Studies will be primarily responsible for the program's ongoing evaluation and will coordinate the annual meeting of the cross-college council. Assessment of student outcomes is measured directly and indirectly using formative and summative measures within the courses and across the curriculum to assess learning inputs, learning processes, quality of delivery of the curriculum and the match between learning outcomes and student performance.

Facilities (space, equipment, instructional materials)

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

Existing facilities at the University are sufficient for implementing the proposed program. Classroom space and computer resources are sufficient for the program's needs. In 2022, the College of Engineering plans to open a new building to house the Department of Computer Science.

The University possesses appropriate library resources, including textbook and journal holdings, to support teaching and scholarly work.

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 faculty and staff hired possess the training, credentials, and other related qualifications 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 University has adequate faculty, staff, and other instructional resources to administer the proposed program. Existing faculty in the Department of Computer Science and the Department of Linguistics will teach the proposed curricula.

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.

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 proposal and will be published on the University's website.

Staff Conclusion

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

University of Illinois at Urbana-Champaign

Proposed Program Title in the Region of Authorization: Master of Veterinary Science in Livestock Systems Health in the Prairie Region

Projected Enrollments and Degrees. The University of Illinois at Urbana-Champaign projects enrollment in the proposed Master of Veterinary Science in Livestock Systems Health will grow from 10 students the first year to 80 students the fifth year. The University projects 40 degrees will be awarded in the fifth year.

Background

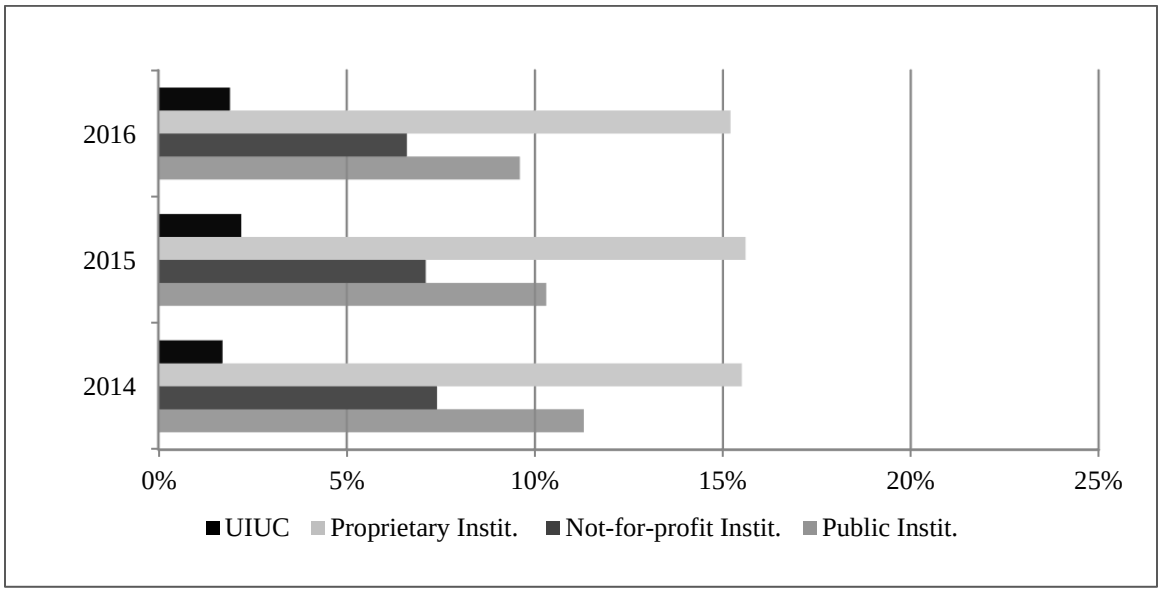
The University of Illinois at Urbana-Champaign is seeking authorization to offer a Master of Veterinary Science (MVS) in Livestock Systems Health in the Prairie Region. Specific content from established on-campus electives currently delivered within the Pathobiology and Veterinary Clinical Medicine departments will be used to populate portions of the online and blended courses that will focus on the identification and management of infectious disease. The target audience for this degree offering will be domestic and overseas veterinarians working in the livestock health and disease sectors of the global animal-source food production industries. Graduates will acquire knowledge and competencies required to ensure a sustainable animal-based food supply chain.

Institutional Data

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

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

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education
Note: UIUC is a public institution. A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for the University was 1.7 percent in 2014, 2.2 percent in 2015, and 1.9 percent in 2016. 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 2016 three-year national cohort default rate was 10.1 percent. The Fiscal Year 2016 three-year national cohort average default rate breakdown by institutional sector is: 9.6 percent for public institutions; 6.6 percent for not-for-profit institutions; and 15.2 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically 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.

Faculty in the College of Veterinary Medicine have, through research, surveys, and collaboration within industry leaders, explored the nature and extent of veterinary workforce knowledge and skills gaps within the field of livestock health and production. These investigations uncovered the need for education and training programs that can provide veterinarians with the scientific and clinical, systems-based knowledge and skills that can be applied to the animal-source food production industries. One competency gap that was repeatedly identified, in both the U.S.

and global livestock sector, was the ability of veterinarians to apply a holistic population-based view of health and disease management within production systems. Additionally, currently available master's degrees from UIUC College of Veterinary Medicine provide intensive, specific training in a narrowly focused area of veterinary science, yet none of them seek to address the core clinical application of scientific disease control principles within livestock production systems. Third, livestock producers in many developing nations use North American and Western European veterinarians for technology transfer through consulting relationships. These nations are critical to meeting the world's food supply demand by 2050 and have an immediate need to improve their livestock health infrastructure. Additionally, there is a growing shortage of individuals in the U.S. and around the world who have necessary systems-based veterinary and scientific skills to work in the animal-based food production industry. Parallel to that is the increased number of veterinarians working in companion animal health care. The proposed Master of Veterinary Science with a major in Livestock Systems Health is designed to fill existing gaps and directly addresses the need for highly specialized post-graduate training opportunities for those veterinarians employed in intensive livestock production systems in North American, European, and developing markets.

The Illinois Public Agenda for College and Career Success

The proposed MVS in Livestock Systems Health supports Goal 3 of the *Illinois Public Agenda for College and Career Success* to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. The shift in the food animal industry requires veterinarians with a higher degree of credentials, equipping them with the knowledge of how to manage infectious diseases threatening livestock at the systems level instead of the individual animal. Graduates will acquire an increased depth and breadth of professional knowledge and competency that can enhance their careers and meet the growing national and global workforce demand for systems-based veterinary scientists.

Comparable Programs in Illinois

The University of Illinois at Urbana-Champaign College of Veterinary Medicine is the only institution in the state granting degrees relative to animal health. The Master of Veterinary Science in Livestock Systems Health will be the first of its kind in veterinary medicine.

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, and objectives of the institution. The requested degree title reflects the program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of

the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

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

Admission Requirements

Applicants for admission to the proposed Master of Veterinary Science in Livestock Systems Health must have earned a Doctor of Veterinary Medicine (DVM) degree or equivalent undergraduate degree depending on granting institution. Minimum UIUC Graduate College admissions requirements must be met which includes a grade point average of 3.0 on a 4.0 scale, or comparable GPA for an international applicant, for last two years of undergraduate study. Applicants whose native language is not English are required to submit proof of English proficiency with an acceptable TOEFL or IELTS score or by qualifying for an English proficiency waiver.

Curriculum

The proposed Master of Veterinary Science in Livestock Systems Health program's curriculum requires students to complete 32-credit hours with most coursework offered online in an asynchronous format and culminating in a capstone project. Plans for first semester course program and potential capstone assignment will be decided in consultation with student's academic advisor. Major elective coursework includes 20 credit-hours of course content covering pathogen biology, immunology and medical microbiology, epidemiology and animal health economics, infectious disease control and management, as well as systems management and systematic approaches to problem-solving. Required coursework includes four credit-hours of biostatistics and eight credit-hours of capstone. The capstone research project complements concepts learned in the courses and gives students the opportunity to address a real-world challenge similar to what they will be expected to do in a professional setting.

Assessment of Student Learning

Assessment of student learning in the Master of Veterinary Science in Livestock Systems Health will be accomplished through both direct and indirect methods administered periodically throughout the academic program. Assessments are intentionally aligned with course and program learning objectives so that a student successfully completing a course will be a measure of a student achieving that portion of the program's learning objectives. Direct assessment methods include exams, case-based problem sets, rubric-graded oral presentations, portfolio projects, and capstone project. Indirect assessment includes peer evaluations. Students must maintain at least a 3.0/4.0 cumulative GPA in all courses required to meet the program's learning objectives and a minimum of 12 credit hours must be 500-level courses. Each student's student advisory committee (SAC) will assist with orientation and planning course program, assess progress and approve capstone project, and provide the student with an annual evaluation of their progress within the

program.

Program Assessment

Assessment of the Master of Veterinary Science in Livestock Systems Health program will follow the standard University of Illinois Academic Program Review Process. The Graduate Advisory Committee (GAC) will advise the head of the department on matters of policy and other issues affecting the graduate program and the progress of the graduate students. The Courses and Curriculum Committee (CCC) will periodically review and evaluate course content, course offerings, and cross-listed courses. The degree program's success will be measured based on the outcomes of the degree and will use a variety of methods and tools to collect measurements of success for an annual evaluation of the program. The following metrics will be taken into account: student learning outcomes from courses and capstone project; course evaluations; graduate exit interviews; employer satisfaction surveys; alumni satisfaction surveys including career advancement and job placement; faculty research projects driving from student capstone research projects; and graduate students presenting and publishing research papers or both. The University will follow these existing assessment 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.

Existing facilities, equipment, and instructional technologies in the College of Veterinary Medicine are sufficient for implementing the proposed program. Major elective courses are delivered online. Current library resources are available to support the proposed program with sufficient access to books, full-text article databases, and core journals.

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 Veterinary Medicine established the I-Learning Center to develop, deliver, and maintain the proposed degree program using the awarded Investment for Growth (IFG) funding. Administrative staff includes an Instructional Designer, Assistant Director, and an administrative assistant. An academic advisor has been approved in the hiring plan. Faculty member appointments were adjusted to dedicate adequate time to the program by adjusting faculty clinical obligations. Two faculty members at 0.25 FTE and .20 FTE will teach core courses. 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. Program administrators and 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 in place to administer the proposed Master of Veterinary Science in Livestock Systems Health. The College of Veterinary Medicine (CVM) was awarded one million dollars in funding support in 2018 through the Office of the Provost's Investment for Growth program (IFG) for the new degree program. The degree program is set up as self-supporting and will be sustained through graduate tuition once IFG funds are exhausted. Additionally, the CVM will continue to contribute toward program costs as needed.

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 or licensure is required.

Program Information

Detailed information about the proposed program, including a description of the admission policies, tuition, fees, and curriculum, as well as University policies will be published on the University's website.

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.

Staff Conclusion

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