

APPROVED

DECEMBER 8, 2020

Item #F-3
December 8, 2020

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

Submitted for: Action.

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

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

Illinois State University

- Master of Science in Education and Low Vision Blindness in the Central Region

University of Illinois at Chicago

- Doctor of Occupational Therapy: Entry-level in the Chicago Region

University of Illinois at Springfield

- Master of Science in Finance in the Central Region

University of Illinois at Urbana-Champaign

- Master of Science in Business Analytics 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 Science in Education in Low Vision and Blindness in the Central Region

Illinois State University (ISU or the University) requests authorization to grant a Master of Science (MS) in Education in Low Vision and Blindness in the Central Region. The proposed online 32-credit-hour program consists of nine required courses and a clinical experience designed to prepare graduates for teaching career specializing in working with students that have visual impairments. The existing undergraduate program degree in low vision and blindness provided the basis for the graduate curriculum design. Graduates will be prepared for a career as a teacher of students with visual impairments and will be eligible to apply for a special education license in Blind and Visually Impaired through the Illinois State Board of Education (ISBE) upon successful completion of the content test. The content test is not required for graduation from the University. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed programs. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

University of Illinois at Chicago

- Doctor of Occupational Therapy: Entry-level in the Chicago Region

The University of Illinois at Chicago (UIC or University) requests authorization to offer a Doctor of Occupational Therapy (OTD): Entry-level in the Chicago Region. Administered by the Department of Occupational Therapy, the proposed entry-level OTD program is open to students

with a bachelor's degree in any field who desire to enter the profession of occupational therapy. Based on the Scholarship of Practice philosophy, the entry-level OTD curriculum emphasizes a strong, reciprocal relationship between stakeholders in the community, practice, and evidence, which includes both theory and research informing occupational therapy practice. The program requires 110 credit hours including 28 didactic courses, seven fieldwork courses, two capstone project courses and a 14-week capstone experience.

On February 7, 2006, the Illinois Board of Higher Education granted UIC authorization to establish the Doctor of Occupational Therapy degree in the Chicago Region. The existing post-professional OTD is only open to individuals who have completed an entry-level degree in OT, which is typically a MA or MS in Occupational Therapy or a Master of Occupational Therapy (MOT). The proposed entry level OTD program would replace the existing accredited MS in Occupational Therapy degree. The final cohort for the existing program would be admitted in spring 2021, matriculate in August 2021, and graduate in July 2023. 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 Springfield

- Master of Science in Finance in the Central Region

The University of Illinois at Springfield (UIS or University) requests authorization to offer an online Master of Science in Finance in the Central Region. For the proposed online Master of Science in Finance degree, students will require 30 credit hours including eight core courses in Finance (24 hours) and two elective courses (six hours) in Finance, Accounting, Management Information, Management and/or Marketing depending on professional goals. The MS in Finance is designed for and prepares students for professional opportunities in finance-related positions at private, public, and nonprofit organizations, as well as advanced graduate studies in finance-related programs. Core courses include Managerial Finance, Investments, Financial Analytics, and Financial Psychology to Applied Behavioral Finance, with electives such as Applied Behavioral Finance and Financial Psychology to meet high-demand professional and academic interests. 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.

University of Illinois at Urbana-Champaign

- Master of Science in Business Analytics in the Prairie Region

The University of Illinois at Urbana-Champaign (UIUC or University) requests authorization to offer a Master of Science (MS) in Business Analytics in the Prairie Region. The proposed program will require a minimum of 36 credit hours including 12 credit hours covering foundations of business data management, analysis, and communication; at least 16 analytics elective credit hours; and up to eight general elective credit hours providing instruction in application areas such as finance,

accountancy, and information systems. The MS in Business Analytics will prepare students to learn and apply contemporary analytics approaches to identify and address business problems and opportunities. Graduates will be marketable across for-profit, nonprofit, and public sectors in industries such as technology, energy/utilities, and consulting. 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 D.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to grant the Master of Science in Education in Low Vision and Blindness 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 Chicago authorization to grant the Doctor of Occupational Therapy: Entry-level 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 grant the Master of Science in Finance 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 grant the Master of Science in Business Analytics 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.

Illinois State University

Proposed Degree Title in the Region of Authorization: Master of Science in Education in Low Vision and Blindness in the Central Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment (or when fully implemented)	Degrees Awarded Fifth Year (or when fully implemented)
12-15	12-15	12-15

Background

Illinois State University (ISU or the University) is seeking authorization to offer a Master of Science in Education (MSEd) in Low Vision and Blindness in the Central Region. The program is designed to prepare licensed educators for a career that includes teaching students with visual impairments and blindness and will offer specialized training to individuals who hold a professional educator license. The proposed online 32-credit-hour program consists of nine required courses and a clinical experience designed to prepare graduates for teaching career specializing in working with students that have visual impairments. The existing undergraduate program degree in low vision and blindness provided the basis for the graduate curriculum design. Graduates will be prepared for a career as a teacher of students with visual impairments and may be eligible to apply for a special education license in Blind and Visually Impaired through the Illinois State Board of Education (ISBE).

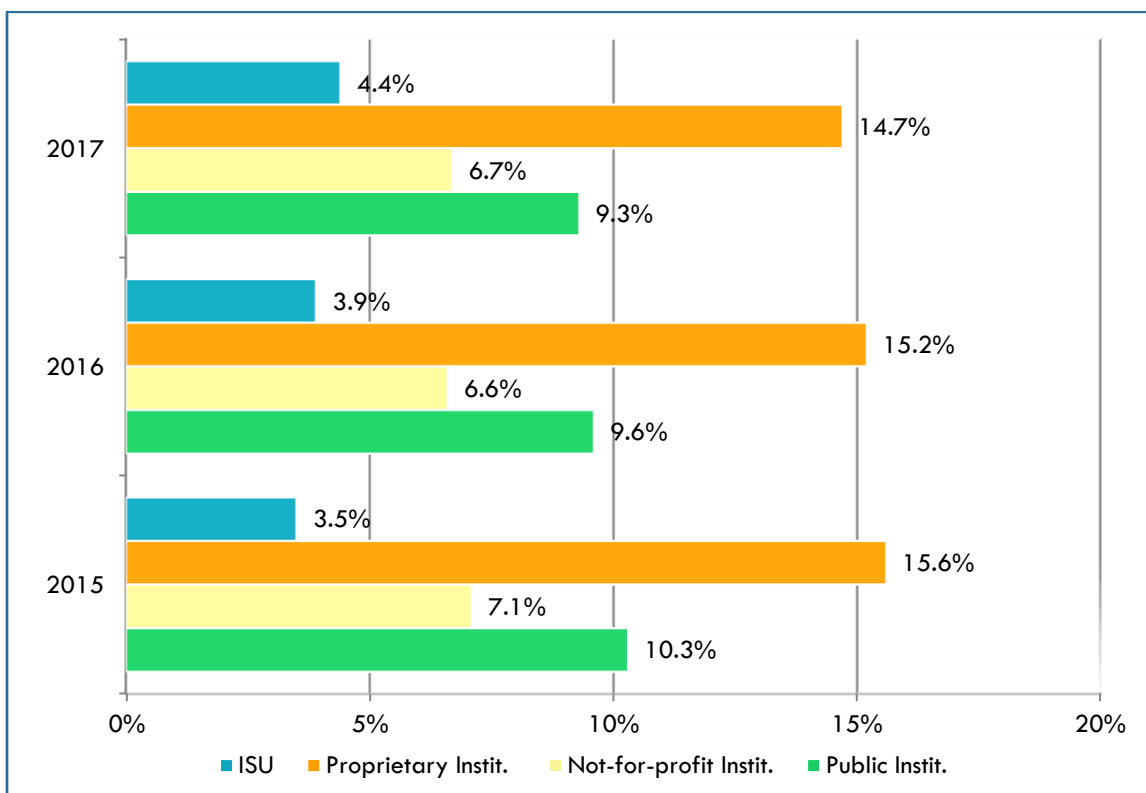
Institutional Data

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

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education
 Note: The national cohort default rate for fiscal year 2017 is 9.7%. A lower number is a positive indicator.

Student Loan Default Rate

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.

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.

While statistics for teachers of students with visual impairments is tracked by the Bureau of Labor Statistics and Illinois Department of Employment Security, it is listed under the category of “other” and therefore cannot be parceled out. However, according to a report entitled *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2017-2018* the U.S. Department of

Education, Office of Postsecondary Education (2017) consistently lists special education as an area of shortage in Illinois and surrounding states (i.e., Kentucky, Indiana, Iowa, Missouri, and Wisconsin). Although Illinois nor Kentucky tracked shortages specifically for teachers of students with visual impairments, of the states that did track this demographic, all states (i.e., Indiana, Iowa, Missouri, and Wisconsin) identify this specialization as an area of teacher shortage for 2017-2018.

Illinois employers have reported high need for qualified applicants to meet the educational needs of blind and visually impaired students. The Illinois Vision Leadership Council, Northwestern Illinois Association, Illinois State Board of Education, and Cooperative Association for Special Education Itinerant Services in the state are in support of the proposed program. Evidence demonstrates how it would address the shortage of teachers available to provide services to students with visual impairments.

The Illinois Public Agenda for College and Career Success

The proposed MEd in Low Vision and Blindness program will further Goal 1 to *increase educational attainment to match the best-performing states*. National and state shortages of teachers trained in special education is an established fact. Access to such teachers supports Illinois’ goal toward successful graduation of students with disabilities. The proposed degree program seeks to meet personnel needs that will further Illinois’ high school graduation goals for students with visual impairments who depend on support from specially trained teachers to meet their unique educational needs. Additionally, the proposed program strives to increase educational attainment of scholars in Illinois by offering an online degree program in this specialized field of study. Such a delivery method provides access to those who are in more remote areas of the state or live in locations that make weekly travel to campus prohibitive. The flexibility of an online program also allows students to continue working full-time and maintain their personal and professional commitments while pursuing a master’s degree part-time.

Comparable Programs in Illinois

Institution	Program Name	Sector
Northern Illinois University	MEd in Special Education, Specialization in Visual Impairments	Public

The graduate-level program at Northern Illinois University (NIU) is delivered face-to-face, whereas the proposed Master of Science in Education in Low Vision and Blindness at ISU will be an online degree program. NIU graduated 49 students in 2017, 33 in 2018 and 46 in 2019 from the MEd in Special Education program. The program format for this specialized degree would fulfill a need that is not currently being met by existing public or private 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 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

An applicant must first meet requirements for admission to the Graduate School which includes a bachelor's degree from an accredited four-year college or university. Once all requirements are met as set forth by the Graduate School at Illinois State University, then applicants can be considered for admission to the MEd in Low Vision and Blindness program. Applicants must show evidence of:

- At least a 3.0 grade point average (on a four-point scale) for the last 60 hours of undergraduate work;
- A professional educator license; and
- Successful completion of a student teaching experience from an accredited university.

Further, applicants must submit:

- A current resume;
- A cover letter that outlines professional goals; and
- The contact information for two references that can address the applicant's professional work experiences and characteristics that will make the applicant a successful graduate student.

Curriculum

The curriculum for the MEd in Low Vision and Blindness program is aligned to the professional standards as validated and approved by the Council for Exceptional Children Division of Visual Impairments and Deaf-Blindness. The online 32-credit-hour program consists of nine required courses and a clinical experience designed to prepare graduates for teaching career specializing in working with students that have visual impairments. The curriculum will consist of the following:

- Two courses in foundational knowledge about visual impairments;
- Three courses in specialized content knowledge (i.e., braille and access technology); and
- Four courses in specialized methods for assessment of teaching when students do not learn through vision.

Upon completion of the degree program candidates may be eligible to pursue the Blind and Visually Impaired endorsement through the Illinois State Board of Education.

Assessment of Student Learning

Illinois State University has established processes to measure and analyze student learning outcomes data annually. Direct measures of student learning outcomes may include quizzes, exams, self-assessments, case analyses, presentations, discussion forums, braille reading and proficiency exams, and performance evaluations during clinical and capstone experiences. Indirect metrics include annual program evaluation, student exit surveys, alumni satisfaction surveys, job placement results, and capstone and employer satisfaction surveys.

Program Assessment

Illinois State University has articulated a comprehensive plan to continually evaluate and improve the education of academic programs. Annually, the Office of Planning, Research, and Policy Analysis issues a statistical report of program inputs, productivity, and outputs for faculty to use in evaluating the program and identifying areas for improvement. Academic program profile metrics relate to admissions, enrollment, scholar and faculty demographics, and degrees conferred. Program faculty members will review academic program profiles and report their findings in an annual assessment update submitted to University Assessment Services.

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 online program. The University possesses appropriate library resources, including textbook and journal holdings, and database resources to support the program. Additional, faculty, staff, and students will have access to resources in the Special Education Assistive Technology (SEAT) Center at Illinois State University.

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 Special Education will teach the courses. The Department of Special Education within the College of Education will support the program by providing the department library liaison, scholar guidance and counseling, graduate coordination, and fiscal management.

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.

Academic programs that lead to advanced licensure, certification, or endorsement at Illinois State University are applying for interim accreditation (2022-2026) from the Council for the Accreditation of Educator Preparation (CAEP). All of those programs will be included in the overall accreditation self-report for all teacher education programs (initial and advanced levels) in the 2026 accreditation cycle. The MEd in Low Vision Blindness program will only be included in the phase-in plans for the 2022 report but will be included in the data reporting for the 2026 accreditation report. Accreditation from CAEP is for the Educator Preparation Program (EPP) and teacher education as a whole and is not program specific. Once the advanced programs receive interim accreditation, the MEd Low Vision Blindness will be covered by the specialized accreditation of education programs at Illinois State University.

Upon completion of the MSED, graduates will be eligible for ISBE entitlement for the Blind and Visually Impaired endorsement. To receive the entitlement, students must complete ISU's formal Graduate Intent for Licensure process, which will evaluate them on program completion and ISBE licensure requirements. Successful completion of the content test (150) is not required for graduation from the University but is required for state licensure.

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 Master of Science in Education in Low Vision and Blindness 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.

University of Illinois at Chicago

Proposed Degree Title in the Region of Authorization: Doctor of Occupational Therapy in the Chicago Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment (or when fully implemented – Third Year)	Degrees Awarded Fifth Year (or when fully implemented – Third Year)
40	118	39

Background

The University of Illinois at Chicago is seeking authorization to offer a Doctor of Occupational Therapy: Entry-level (OTD), in the Chicago Region. The entry-level OTD program curriculum is organized around four major themes including occupational performance and participation in context; rigorous inquiry; client and community engagement, advocacy, and social justice; and professional identity and leadership. The proposed program requires 110 credit hours and will build upon components of the existing accredited entry-level Master of Science program in Occupational Therapy at UIC and eventually replace it. Accordingly, in 2022-2023 the Department of Occupational Therapy plans to deliver the first year of the entry-level OTD program and the final year of the MS program. Graduates of the entry-level OTD program will not only acquire an advanced level of preparation for complex health care settings but will also be able to move into teaching roles in occupational therapist and occupational therapy assistant programs.

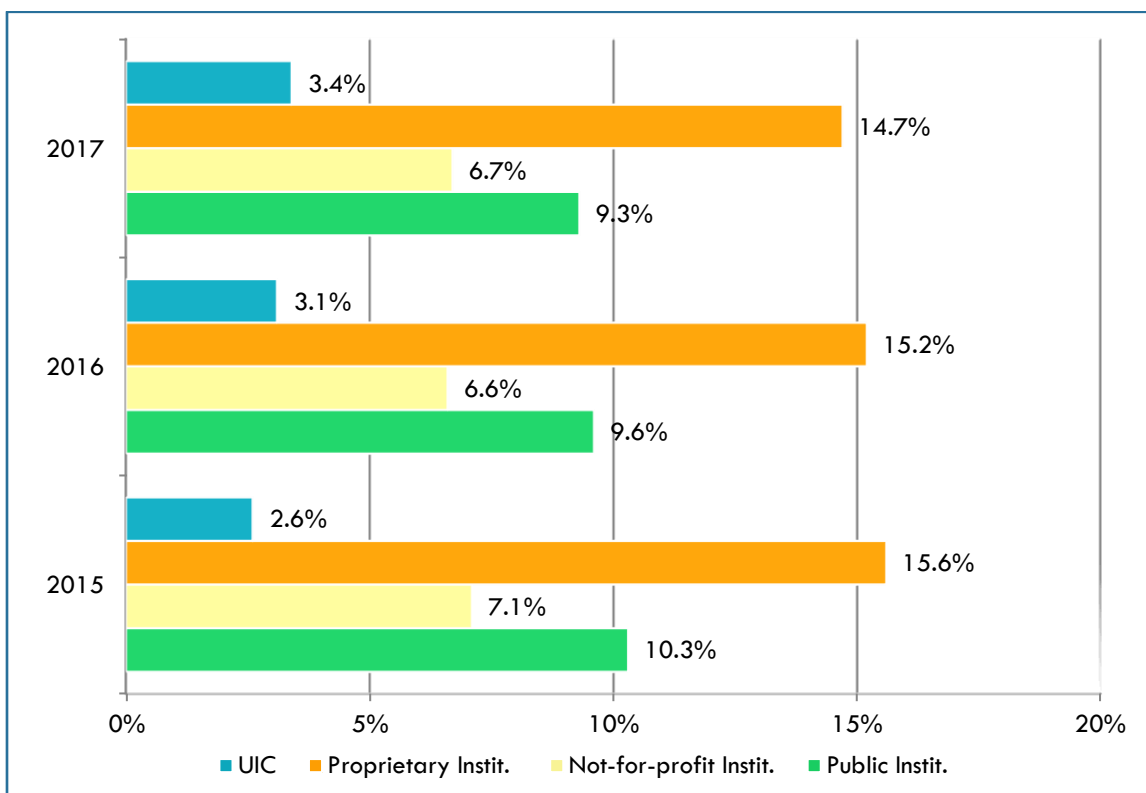
Institutional Data

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

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education
 Note: The national cohort default rate for fiscal year 2017 is 9.7%.
 A lower number is a positive indicator.

Student Loan Default Rate

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.

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 U.S. Bureau of Labor Statistics (BLS) projects employment in relevant fields to grow much faster than the average for all occupations. From 2019 to 2029:

- Occupational Therapists – 16%.

The Bureau of Labor Statistics indicates that the increase in demand for occupational therapists is related to the growing number of older adults who benefit from rehabilitation, home modifications, and learning self-management of their chronic diseases. Additionally, growth can be attributed to the rise in the prevalence of autism and the need for occupational therapists in schools to support students with school and daily living activities. Job prospects for licensed occupational therapists in Illinois follow a similar pattern. [The Illinois Department of Employment Security \(IDES\) estimates](#) job growth for occupational therapists to increase annually at 1.48 percent from 2018 to 2020.

In summary, there is a strong labor market for occupational therapists. The reputation and ranking of UIC’s occupational therapy program will draw well-qualified entry-level OTD applicants who will gain advanced knowledge and skills and thus be better prepared for the steadily increasing challenges of health care and educational settings.

The Illinois Public Agenda for College and Career Success

The proposed entry-level Doctor of Occupational Therapy 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*. Based on the past several years of admissions data gathered, an increasing number of applicants to UIC’s MS program would prefer getting an entry-level OTD degree. Graduates will be equipped with advanced knowledge and skills to practice in the field and provided a high-quality-credential that will allow them to move into faculty positions, addressing the faculty shortage in the field.

The proposed entry-level Doctor of Occupational Therapy program will also address Goal 1 to *increase educational attainment to match the best-performing states*, by providing an additional public option for students outside of Illinois as well as Illinois residents. UIC expects that 85 percent of the students will be Illinois residents and 15 percent will likely be non-residents who potentially stay and become Illinois residents. The proposed entry-level OTD will continue the Department’s record of enrolling at least twice as many students from diverse racial and ethnic groups compared to the national average, creating an opportunity for students who desire to enter the field with a doctoral degree, but who cannot afford attending a private or out-of-state program.

Comparable Programs in Illinois

Institution	Program Name	Sector
Midwestern University	Doctor of Occupational Therapy (OTD) (Entry-level)	Private, Non-Profit
Rush University	Occupational Therapy Doctorate (OTD) (Entry-level)	Private, Non-Profit
Southern Illinois University Carbondale	Occupational Therapy Doctorate (OTD) (Entry-level)	Public

Midwestern University and Rush University offer OTD programs with specialized accreditation from the Accreditation Council for Occupational Therapy Education. Currently, Southern Illinois University Carbondale (SIUC) is the only other public university in the State of Illinois authorized by the IBHE to offer an entry-level Doctor of Occupational Therapy program. Providing an entry-level OTD program at a public university in the Chicago region will result in reduced cost and debt for Illinois residents who want to complete their entry-level OTD.

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

Applicants interested in the entry-level Doctor of Occupational Therapy program apply online via the Occupational Therapy Centralized Application System (OTCAS) and complete the UIC graduate application. To be considered for admission to the entry-level OTD program, applicants must have:

- A bachelor's degree in any subject area by the time of enrollment;
- An average GPA of a 3.0/4.0; and
- Completed the following six prerequisite courses by the time of enrollment, with a B or above:
 - Introduction to anthropology or sociology;
 - Child psychology or child development;
 - Abnormal psychology;
 - Statistics;
 - Human physiology; and

- Human anatomy including 30 hours of human cadaver lab.

Additional requirements include submission of official transcripts from all degree-granting institutions along with GRE scores. Applicants need to include three letters of recommendation, personal statement, and UIC specific essay. A description of achievements and experiences including extracurricular, leadership, employment, volunteer, research, international and personal disability experiences is also required. International applicants must provide TOEFL scores, a Detailed International Academic Credential Report, original transcripts in their native language and an ATA translation.

Curriculum

The entry-level Doctor of Occupational Therapy curriculum is in alignment with the current (2018) educational standards articulated by the Accreditation Council for Occupational Therapy Education® (ACOTE®). The OTD program is a 110-credit-hour program with 38 required courses that include the following:

- 26 didactic classroom-based courses;
- 7 fieldwork experience courses;
- 2 seminar courses;
- 2 capstone project courses; and
- 14-week capstone experience.

Assessment of Student Learning

The University of Illinois at Chicago has established processes to measure and analyze student learning outcomes data. Direct measures of student learning outcomes may include quizzes, exams, self-assessments, case analyses, presentations, discussion forums, and performance evaluations and capstone experiences. Assessment of the learning outcomes within each course takes place throughout each semester. An additional direct measure assessment indicator is the percentage of new grads passing the National Board for Certification in Occupational Therapy (NBCOT) exam within 12 months of graduation. Indirect measures of student learning outcomes include annual program evaluation, student exit surveys, alumni satisfaction surveys, job placement results, and employer satisfaction surveys.

Program Assessment

The University has articulated a comprehensive plan to continually evaluate and improve the education it provides in its entry-level OTD Program. Assessment data will be collected by all department members and reported to the Program Director, who subsequently reports data to faculty in the annual summary of program evaluation findings. If a benchmark is not met, the Program Evaluation Committee (PEC) will work with faculty to determine recommendations for program improvement. Recommendations will be incorporated into the program's strategic plan as appropriate.

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, classroom space, and computer resources at the University are sufficient for implementing the proposed program. The University possesses appropriate library resources, including textbook and journal holdings, clinical and evidence-based medicine database resources 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.

In addition to current faculty, the University anticipated hiring two new clinical faculty and a tenure track faculty member to implement the program. 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 College of Applied Health Sciences (AHS) will provide initial bridge funding as needed in the year before and the first two years of the program. The Department of Occupational Therapy (Department) will reimburse the college after the third year, when program revenue is at full capacity.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The Department of Occupational Therapy will seek specialized accreditation for this program from Accreditation Council for Occupational Therapy Education (ACOTE). The entry-level OTD program must be accredited by ACOTE before any program graduates are eligible to sit for the National Board for Certification in Occupational Therapy Examination. In accordance with ACOTE policies and procedures, both a letter of intent and eligibility data have been submitted to ACOTE. The next step in the accreditation process is completion of the Candidacy Application, which will be submitted to ACOTE after the proposal for the new entry-level OTD program is approved by the Illinois Board of Higher Education.

Graduates of the new entry-level OTD program who pass the NBCOT Certification Examination will be eligible to apply for licensure as an Occupational Therapist. All states require licensure to practice as an Occupational Therapist.

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 Occupational Therapy: Entry-level 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 Springfield

Proposed Degree Title in the Region of Authorization: Master of Science in Finance

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
30	33	15

Background

The University of Illinois at Springfield (University or UIS) is seeking authorization to offer a Master of Science in Finance in the Central Region. The UIS College of Business and Management (College) offers Bachelor's Degrees in Accountancy, Economics, Business Administration (BBA), Management, and Management Information Systems (MIS) as well as Master's Degrees in Accountancy, Business (MBA), and MIS. In 2012, the College initiated a series of bachelor-level specialized concentrations in Marketing, Sport Management, and Finance to answer job market demand. Following this trend, the MBA launched specialized graduate certificates in areas such as Applied Finance, Healthcare Management, and Operations and Supply Chain Management. The foundations for the need and the viability of the proposed Master of Science in Finance are based in the demand for specialized areas of knowledge and application, growth of the undergraduate and graduate curricular offerings currently available, and the teaching and curricular resources currently available.

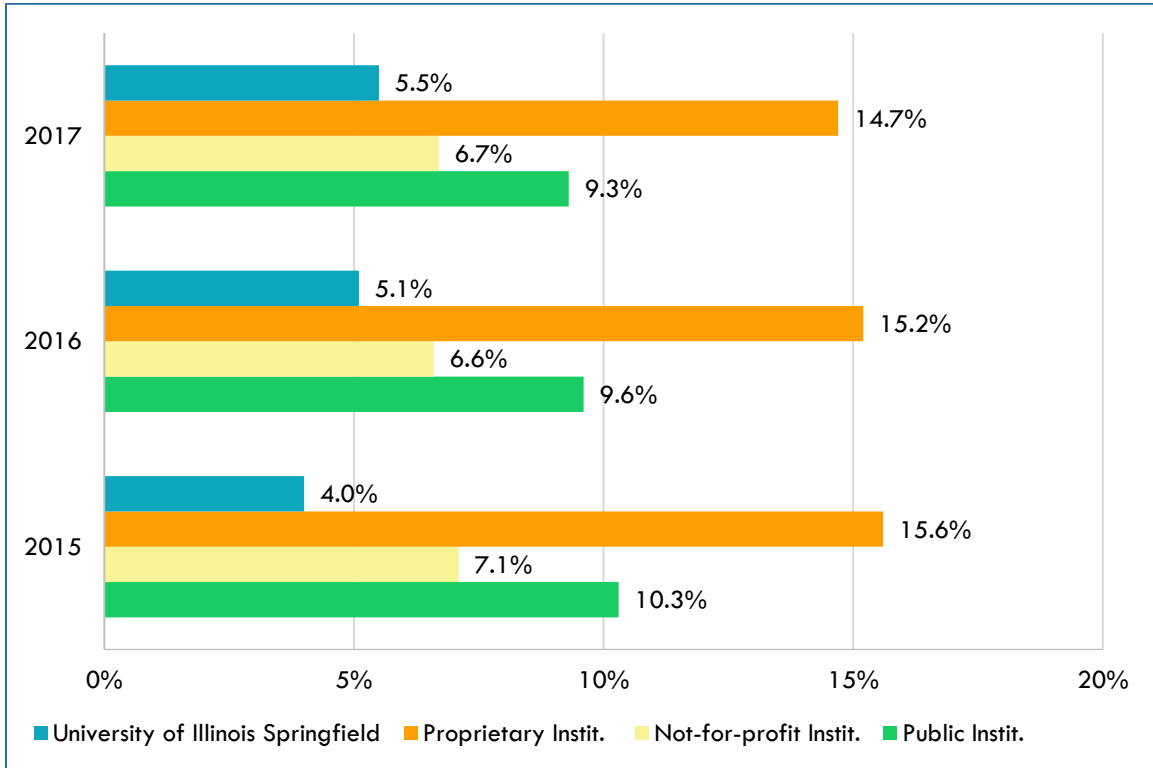
Institutional Data

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

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2017 is 9.7 percent.

A lower number is a positive indicator.

Student Loan Default Rate

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.

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 online MSF is designed to offer flexible courses responsive to the needs of the 21st century learners and will expand access to graduate degrees in finance, an important credential for finance-related careers such as credit analysts, financial managers, and personal finance advisors. According to the U.S. Department of Labor, the 2019-2029 occupational outlook

indicates a five percent growth rate for financial analysts and 15 percent growth rate for financial managers, higher than average for most finance-related occupations. The Illinois Department of Employment Security projects job growth for 2018-2028 for Financial Managers at a significantly higher rate than all other finance and non-finance-related occupations, while Financial Specialist occupations, except for Budget Analysts and Insurance Underwriters, see largely average job growth rates.

The Illinois Public Agenda for College and Career Success

The proposed online MS in Finance will support Goal 1 and Goal 3 of the Illinois Public Agenda: Goal 1. *Educational Attainment*: The proposed program will accommodate the needs of non-traditional students and graduate students who need to balance their professional, personal, and academic goals by offering an online program that will include asynchronous as well as synchronous activities, experiential learning opportunities that adapt to students who work full time, and content that will allow its students to advance in finance-related careers. The MS in Finance will also use an eight-week format that allows students to focus on a smaller number of courses in a faster manner. This format has shown increased retention and completion in online environments.

Goal 3. *High Quality Credentials to Meet Economic Demand*: The national and statewide demand is high for professionals with deep knowledge and expertise in the management of financial resources in for-profit, not-for-profit, and governmental organizations. The proposed MS in Finance’s focus on traditional areas like Managerial Finance, Investments, and Financial Analytics, combined with unique and innovative areas such as Applied Behavioral Finance will help graduates in this program meet the demand.

Comparable Programs in Illinois

Institution	University of Illinois at Urbana-Champaign	Loyola University Chicago	DeVry University
Program Name	MS Finance in-person	MS Finance online	MS Finance online
Sector	Public	Non-Profit	For-Profit

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 degree’s 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

Full admission to graduate studies may be granted to students who have met the following criteria:

- Baccalaureate degree with minimum GPA of 2.50 on a 4.00 scale from any regionally-accredited institution of higher education;
- Prerequisite course in Financial Management or the equivalent with grade of B- or higher;
 - OR in-field experience as explained in personal essay and letters of recommendation;
- TOEFL or IELTS if native language is not English;
- Personal essay; and
- Letters of recommendation

Curriculum

To earn the proposed Master of Science in Finance degree, students will complete 32 credit hours including eight core courses in Finance (24 hours) and two elective courses (6 hours) in Finance, Accounting, Management Information, Management and/or Marketing. One prerequisite course, Financial Management, or equivalent will be required for those who do not have an undergraduate degree in Finance. All courses are offered online and will be deployed in eight-week formats for a total of five opportunities to start in the program each year.

Assessment of Student Learning

The University of Illinois at Springfield has established processes to measure and analyze student learning outcomes. Direct measures include homework, exams, case studies, budgeting and investing simulations, financial data processing and quantitative analysis projects, team projects, and nationwide examinations. Assessment rubrics are embedded in each course; review of the learning outcomes occurs bi-annually. Indirect measures of student learning outcomes include student exit surveys, graduation rates and average time to degree, job placement salary, employer

feedback and other employment data, and student applications and acceptance rates.

Program Assessment

The proposed program will be administratively housed in the College of Business and Management. The proposed MS in Finance will be evaluated by the program director using the review process that is currently in place by UIS for all academic programs 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 such as:

- Assurance of learning, as demonstrated in the curriculum assessment;
- External evaluation via employer feedback;
- Continuous review of online pedagogy and course design;
- Job placement;
- Student retention rates; and
- Student satisfaction exit surveys

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 online program. The University possesses appropriate library resources, including textbook and journal holdings, and database resources to support the program. Faculty, staff, and students will have access to these resources, as well as curriculum and technology support services offered by UIS's Center for Online Learning, Research, and Service for the development of online content such as recording studios, closed captioning capabilities, video editing, and other tools to design educational content.

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 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.

The College of Business and Management is accredited by AACSB so the program will be evaluated and continuously improved using this accreditation's processes. No specialized accreditation or licensure is required for this 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 proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the Master of Science in Finance 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 Degree Title in the Region of Authorization: Master of Science in Business Analytics in the Prairie Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
30	100	100

Background

The University of Illinois at Urbana-Champaign (University or UIUC) is seeking authorization to offer a Master of Science (MS) in Business Analytics in the Prairie Region. The establishment of the proposed degree follows substantial investment by the Department of Business Administration and Gies College of Business at UIUC in business analytics through the addition of analytics courses and the acquisition of software licenses, datasets, and training support in the discipline. The proposed MS in Business Analytics requires 36 credit hours and will further facilitate cross-program faculty engagement in course development, provide a growing number of analytics electives for undergraduate and graduate students in related programs, and increase the college's contact with companies recruiting business analytics graduates. The core coursework will provide foundational knowledge in business data management, data analysis, and communication, while elective courses will offer additional understanding of analytics methods and tools in application areas such as administration, finance, and accounting. The proposed program will address a growing demand for analytics masters graduates in the technology, energy/utilities, and consulting industries locally, nationally, and internationally. The MS in Business Analytics will be housed in the Department of Business Administration, which is part of the Gies College of Business. Gies is where the Illinois-Deloitte Foundation Center for Business Analytics already exists to advance analytics efforts across the college.

Institutional Data

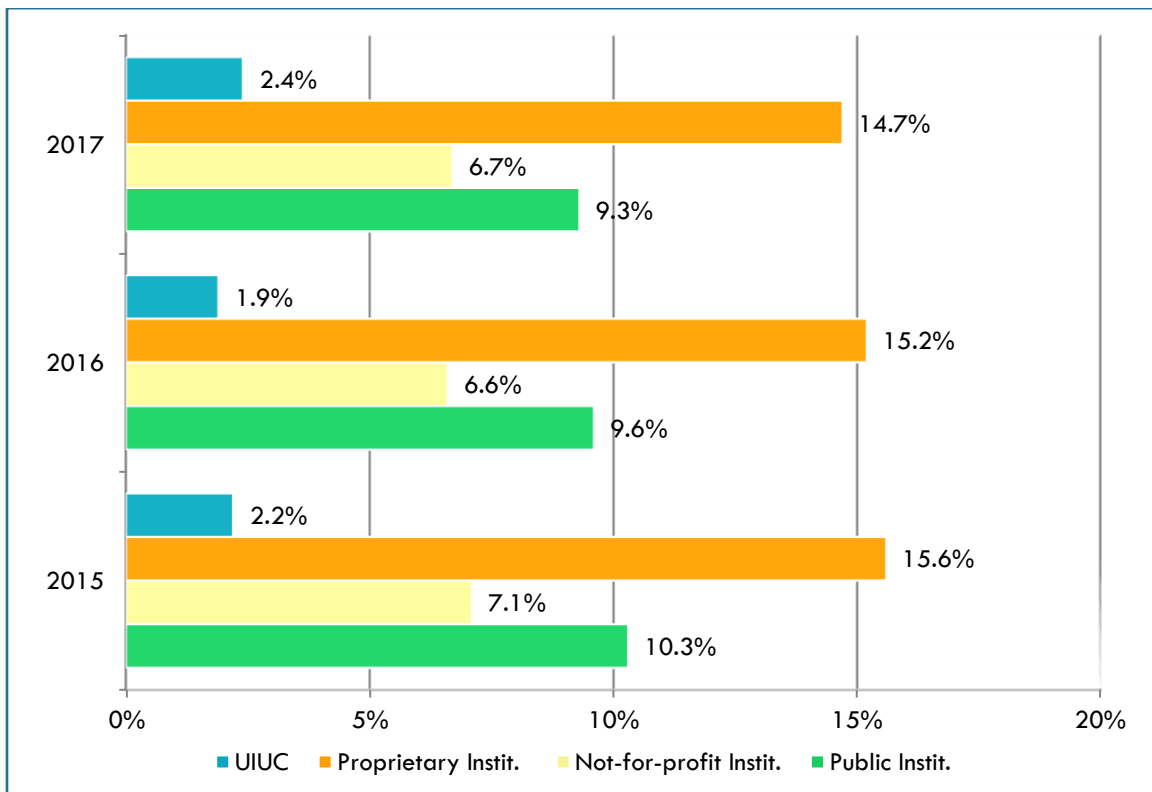
1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, 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-related data fields are not provided because the University proposes to offer a new graduate program.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2017 is 9.7%.

A lower number is a positive indicator.

Student Loan Default Rate

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.

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 U.S. Bureau of Labor Statistics (BLS) projects employment in relevant fields to grow much faster than the average for all occupations. From 2019 to 2029:

- Management analysts – 10.7%;
- Market research analysts – 17.7%;
- Operations research analysts – 25%; and
- Data scientists and mathematical science, all other occupations – 30.9%.

Custom research from Edivantis indicated substantial demand for analysts and over one million jobs nationally, with Chicago being one of the largest sources of demand and strong international interest as well. Furthermore, research from UIUC's Graduate Management Admission Council's annual Corporate Recruiters Survey showed increasing demand for analytics master's graduates from one-third of companies in 2018 to one-half in 2019. Finally, a majority of Fortune Global 100, 500, and for-profit and public companies reported plans to hire such graduates in a broad range of fields including marketing, finance, business operations, and talent management.

The Illinois Public Agenda for College and Career Success

The proposed MS in Business Analytics supports Goal 2, College Affordability of the *Illinois Public Agenda* to “Ensure college affordability for students, families, and taxpayers.” As demonstrated in the previous section, business analytics is a growing field with strong demand in varied employment sectors. However, most graduate-level programs in business analytics in Illinois, apart from University of Illinois at Chicago, are at private universities in the Chicago area except for Governors State University and Northern Illinois University.

The proposed MS program also supports Goal 4, Integration of Educational, Research, & Innovation Assets. Goal 4 seeks to better integrate Illinois' educational, research, and innovation assets to meet the economic needs of the state and its regions. The Illinois-Deloitte Foundation Center for Business Analytics at UIUC exists to foster education and research collaboration leading to innovation across the college and University, and the proposed degree will further advance these efforts. Furthermore, it will serve to further strengthen the already-existing relationships the Gies College of Business has with major companies in the Chicago area and across the country.

Comparable Programs in Illinois

Institution	Program Name	Sector	Region
University of Chicago	MS in Analytics	Private not-for-profit	Chicago
Northwestern University	MBA with Data Analytics Pathway	Private not-for-profit	North Suburban
University of Illinois at Chicago	MS in Business Analytics	Public	Chicago
DePaul University	MS in Business Analytics	Private not-for-profit	Chicago
Notre Dame University	MS in Business Data Analytics	Private not-for-profit	Chicago
Loyola University Chicago	MS in Business Data Analytics	Private not-for-profit	Chicago
Benedictine University	MS in Business Analytics	Private not-for-profit	West Suburban
Lewis University	MS in Business Analytics	Private not-for-profit	South Metro
Governors State University	MS in Business Analytics	Public	South Metro
Northern Illinois University	MS in Data Analytics	Public	Fox Valley

UIUC's proposed program distinguishes itself from existing programs in two main areas: an emphasis on innovation through analytics, not just making decisions using analytics tools; and the opportunity to develop analytics skills deeply within a particular functional area such as finance or accounting. Moreover, most of the existing programs are in Chicago or the Chicago suburbs, and most are at private universities. The proposed program will open the opportunity to enter this high-demand field to students who prefer to attend a public university in the Central area of the state of 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 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

Students interested in the program apply for admission to the Graduate College at UIUC. All applicants must meet the following minimum requirements:

- A minimum grade point average of 3.0 for the last two years of undergraduate study and a 3.0 for any previous graduate work completed;
- Successful completion of at least one college-level quantitative methods class; and
- TOEFL or IELTS if native language is not English.

Curriculum

The Master of Science in Business Analytics is a 36-credit-hour curriculum that includes core and elective coursework and opportunities for experiential learning.

- Core courses in Enterprise Database Management, Big Data Analytics, and Data Storytelling – 12 credit hours;
- Business Analytics Electives – 16-24 credit hours; and
- Graduate General Electives – up to 8 hours.

Assessment of Student Learning

The University of Illinois at Urbana-Champaign 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 alumni and recent graduate surveys and graduation and retention rates. All students are required to pass each course and earn an overall GPA of at least 3.0/4.0 to graduate.

Program Assessment

The Gies College of Business has created an assessment plan consistent with the requirements of its specialized accreditor, the Association to Advance Collegiate Schools of Business (AACSB). The college has a dedicated staff member who oversees all AACSB activities including program assessment. Data to aid program evaluation include direct and indirect measures of student performance data such as:

- Students' academic performance in program courses;
- Student attrition;
- Student course evaluations;
- Graduate employment and type of employment;

- Alumni income;
- Graduate continuing education in other Gies programs; and
- Alumni surveys.

Assessment information is shared broadly with program, unit, and college leadership through both formal and informal presentations. 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. Instruction for the MS in Business Analytics will take place in the Business Instructional Facility which consists of 18 technology equipped classrooms, an auditorium, two computer labs, a 3D printer lab, and four recording studios. 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 Gies Colleges of Business 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 Master of Business Analytics 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.