

**APPROVED
JUNE 9, 2020**

Item #F-3
June 9, 2020

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

Submitted for: Action.

Summary: This item requests approval of one degree program and two administrative units at three public universities.

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

Southern Illinois University Edwardsville

- Department of Industrial Engineering in the Southwestern Region

University of Illinois at Urbana-Champaign

- Humanities Research Institute in the Prairie Region

Western Illinois University

- Master of Arts in Teaching in Alternative Teacher Licensure in the Western Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

Executive Summary – Public Institutions

Southern Illinois University Edwardsville

- Department of Industrial Engineering in the Southwestern Region

Southern Illinois University Edwardsville (SIUE or the University) requests authorization to establish the Department of Industrial Engineering (Department) in the Southwestern Region. Although the Industrial Engineering program has been housed in the Department of Mechanical and Industrial Engineering since 1994, it has functioned as an independent program in the School of Engineering, offering bachelor's and master's degrees in industrial engineering. The Department of Industrial Engineering will continue to support existing Industrial Engineering program objectives and contributions geared toward building a strong foundation for the development of a professionally competent and versatile industrial engineer. The broad-based curriculum and hands-on lab experiences expose students to areas of manufacturing processes and systems, product design, production planning and control, supply chain management, motion capture and analysis, as well as healthcare services and systems engineering. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed Department. The University has sufficient library, technology, staff, and financial resources in place to support the Department of Industrial Engineering.

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

University of Illinois at Urbana-Champaign

- Humanities Research Institute

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to establish the Humanities Research Institute (HRI or Institute) in the Prairie Region. With the current application, the Illinois Program for Research in the Humanities (IPRH), in existence since 1997, requests to be elevated from program to center status and renamed the Humanities Research Institute. The mission of the proposed Institute is to support and promote humanities research across the University. Originally founded in the College of Liberal Arts and Sciences, the IPRH transitioned to the Office of the Vice Chancellor for Research in 2015. The IPRH promotes research, scholarship, and education through the sponsorship of fellowships, grants, and campus and community events and programs. To promote education in the local community, IPRH offers the Odyssey Project, through which income-eligible community members can take core humanities courses with UIUC faculty on a non-degree basis free of tuition. Grants from the Andrew W. Mellon Foundation along with permanent budget allocations from the University have supported IPRH and will continue to support HRI. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the Institute. The University has sufficient library, technology, staff, and financial resources in place to support the Humanities Research Institute.

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

Western Illinois University

- Master of Arts in Teaching in Alternative Teacher Licensure in the Western Region

Western Illinois University (WIU or the University) requests authorization to offer a Master of Arts in Teaching in Alternative Teacher Licensure (MAT in ATL) in the Western Region. The proposed program, administered by the School of Education within the College of Education and Human Services, is designed to address the severe statewide teacher shortage while employing people from West-Central Illinois who would otherwise not be qualified for teaching positions. The MAT in ATL requires a minimum of 36 credit hours including the completion of 15 credit hours of core pedagogical courses and an additional 21-23 elective hours in one of three licensure tracks: special education, mathematics, or science. The program format follows that outlined in Illinois State Board of Education statutes for ATL programs beginning with intensive summer instruction before the student becomes a teacher of record in the fall under the guidance of a mentor teacher. The program curriculum is aligned with the Illinois Professional Teaching Standards and the Social Emotional Learning Standards and National Specialized Professional Association Standards. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

The staff recommends adoption of the following resolutions:

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

The Illinois Board of Higher Education hereby grants to University of Illinois at Urbana-Champaign authorization to establish the Humanities Research Institute 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.

The Illinois Board of Higher Education hereby grants to Western Illinois University authorization to grant the Master of Arts in Teaching in Alternative Teacher Licensure in the Western Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Southern Illinois University Edwardsville

Proposed Center Title in Region of Authorization: Department of Industrial Engineering in the Southwestern Region

Projected Enrollments and Degrees: This proposal is for establishment of the Department of Industrial Engineering in the Southwestern Region. The Department of Industrial Engineering will continue to support the current objectives and contributions of the existing undergraduate and graduate Industrial Engineering programs.

Background

Southern Illinois University Edwardsville (SIUE or the University) requests approval to establish the Department of Industrial Engineering (Department) in the Southwestern Region. The Industrial Engineering (IE) program has been housed in the Department of Mechanical and Industrial Engineering for over 25 years, offering bachelor's and master's degrees in industrial engineering. The program in the School of Engineering is well-positioned to transition to a department, and in doing so, will continue to support and strengthen initiatives to develop competent and versatile industrial engineers. The current Industrial Engineering program is focused on improving efficiencies and processes across all sectors of industry around the world. Coursework provides a broad-based education in manufacturing design and systems; operations research; and production, supply chain, service engineering, and biomedical applications. Hands-on laboratory experiences help address some of the most pressing challenges facing society, while also preparing students for their careers in production, healthcare, and service areas. Graduates of the industrial engineering program are employed as industrial engineers, manufacturing/production engineers, quality engineers/managers, operations/system engineers/managers, and process design engineers at various reputable corporations. The Department of Industrial Engineering will be funded through existing resources.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 need for creating the Department of Industrial Engineering can be identified by looking at labor statistics. According to the Bureau of Labor Statistics, employment of industrial engineers is projected to grow ten percent from 2016 to 2026, faster than the average growth rate for all occupations. Additionally, Illinois Department of Employment Security expects 8.31 percent growth from 2012 to 2022 for industrial engineering. Lastly, the percentage of population ages 16 and above working in manufacturing, production and service industry in Southern Illinois is about 20 percent with a substantial growth projected. Accordingly, there is a need to produce trained industrial engineers to meet the increased demand at local, regional, and national levels.

In the early 1990s, the Department of Industrial Engineering consolidated with the Department of Mechanical Engineering due to the low enrollment numbers (fewer than 20 students) in the Industrial Engineering programs. Although Industrial Engineering was merged into and has been housed in the Department of Mechanical and Industrial Engineering since 1994, it has functioned as an independent program in the School of Engineering. Upon closure of the BS in Manufacturing Engineering program in spring 2015, there has been little overlap between the

Mechanical and Industrial Engineering disciplines. In addition, the Industrial Engineering program has grown significantly over the past eight years with healthy enrollments in both undergraduate and graduate programs. The BS in Industrial Engineering alone has grown from 60 students in 2011 to 124 in 2018. More specifically, SIUE currently has a dual diploma BS in Industrial Engineering with Istanbul Technical University, Turkey, and is in the process of creating a 2+2 program with Henan University of Science and Technology, China. In addition, there are discussions with Kyungshung University, Korea, and Yassar University, Turkey, to develop similar programs. A recent state university survey found that SIUE's Industrial Engineering program holds a 55th ranking position nationally in the top 100 most popular schools for Industrial Engineering major and degree program. If approved, the Department will continue to administer the existing and growing Industrial Engineering program in School of Engineering.

The Illinois Public Agenda for College and Career Success

The proposed Department of Industrial Engineering supports Goal 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. The Department will provide credentialed industrial engineers necessary to improve the state's workforce and meet the economic demands across the world.

Comparable Institutes and Centers in Illinois

The Industrial Engineering program at SIUE is the only industrial engineering program in Southern Illinois, attracting students in neighboring regions and states including St. Louis and Missouri. Southern Illinois University Carbondale offers the Industrial Management and Applied Engineering program, which has a limited focus on technology, rather than engineering. Also, the University of Missouri at Columbia is the only institution in the State of Missouri that has an industrial engineering program. With this unique situation, the Department of Industrial Engineering at SIUE, once granted approval, expects to continue to serve students and clients in both Illinois and Missouri, nationally, and abroad.

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 Department of Industrial Engineering is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The Industrial Engineering faculty established the following objectives on assessing education and research:

- Scholarly Activities: 15 journal papers and conference proceedings;
- Graduate Assistants: provide one-fourth time IE graduate assistantships to 15 out of 30 graduate students;
- Enrollment Enhancement: 35 graduate students; 65 domestic undergraduate students and 30 to 35 seniors from Istanbul Technical University dual-diploma program; total target enrollment is 150;

- Program Content Enhancement: objectives will be delineated for the expansion or modification of program academic content which responds to industry or regional needs;
- Student Engagement: advise students to compete in nation-wide and world-wide competitions like Institute of Industrial and Systems Engineers (IISE) simulation competition and Society of Manufacturing Engineers (SME) design competition; and
- Teaching Performance: achieve average score of 4.3 out of 5 in course evaluations.

Among the above objectives, scholarly activity is assessed by collecting data from individual faculty members for the annual activity report. Graduate Assistant (GA) supports will be measured by counting how many GAs the Industrial Engineering program supports per year from internal and external grants. Participation of students in national level competition will be assessed based on their performance. In addition, IE conducts course assessment, student course evaluation, senior exit survey, and alumni and graduates survey on a regular basis as the processes to assess the quality of the program. Department outcomes will be assessed in the University's annual formal program review process. Notably, the Industrial Engineering graduate program received a rating of 'notable merit' from the SIUE internal review team and praised the program's quality and success.

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 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, technology, and library resources will be sufficient to support the proposed Department. The School of Engineering has adequate team workspace, labs, classrooms, and office space.

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 current organizational structure in place for the program will exist for the Department. Staff consists of a chair, six full-time faculty, four adjunct faculty, one full-time shared instructor,

and one half-time office support staff. The University has identified institutional policies that ensure that the academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed department 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 upon 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 Department. The operating costs of the Department of Industrial Engineering will be funded from existing sources of both internal and external grants and awards.

Accreditation and Licensure

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

SIUE's Industrial Engineering undergraduate and graduate programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Program Information

1050.30(b)(2)(A): The information the institution provides for students and the public...(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 Department of Industrial Engineering will be published on the University's website.

Staff Conclusion. The staff concludes that the Department of Industrial Engineering proposed by Southern Illinois University Edwardsville meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

University of Illinois at Urbana-Champaign

Proposed Center Title in the Region of Authorization: Humanities Research Institute in the Prairie Region

New Administrative Unit: The proposal is for the establishment of the Humanities Research Institute. The Institute promotes and supports research, scholarship, and community education in the humanities.

Background

The University of Illinois at Urbana-Champaign (UIUC or the University) requests authorization to establish the Humanities Research Institute (HRI) in the Prairie Region. With the current application, the current Illinois Program for Research in the Humanities (IPRH), in existence since 1997, requests to be elevated from program to center status and renamed the Humanities Research Institute. Originally founded in the College of Liberal Arts and Sciences, the IPRH transitioned to the Office of the Vice Chancellor for Research in 2015. The proposed Institute supports and promotes humanities research, scholarship, and education across the University and in the local community. IPRH supports research efforts by funding pre- and post-doctoral, and faculty fellowships, fostering collaboration across campus units, and awarding research grants to internal and external recipients. IPRH serves as a hub for humanities scholarship by fostering interdisciplinary undergraduate curricular development in Bio-, Environmental, and Legal Humanities and sponsoring campus and community events and programs. Finally, through the Odyssey Project – a partnership initiative with the Illinois Humanities Council – IPRH offers tuition-free core humanities courses to income-eligible adults in the local community. Grants from the Andrew W. Mellon Foundation along with permanent budget allocations from the University have supported IPRH and will continue to support HRI.

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 Humanities Research Institute will continue to serve University faculty, staff, and students and the local community as the Illinois Program for Research in the Humanities has since 1997. IPRH serves the educational needs of the state through efforts such as the Odyssey Project and by supporting activities that highlight the centrality of humanities research, teaching, and public engagement to the contemporary public university enterprise. IPRH functions as a connector of disciplines and people by providing a forum through which researchers bring context to major issues in today's world and enable people to understand their place in it. The work of the proposed HRI addresses issues of direct relevance to the present – such as American history and culture, transnational and global arts and literature, environmental studies, and medical humanities – through the research it supports. Moreover, its programming makes humanities research accessible to the campus and local communities.

The Illinois Public Agenda for College and Career Success

The proposed Humanities Research Institute supports Goal 4 of the *Illinois Public Agenda for College and Career Success*. Goal 4 is to better integrate Illinois' educational, research, and

innovation assets to meet economic needs of the state and its regions. In a society where technology is increasingly important to the future of progress and change, the humanities serve to keep the importance of culture, identity, and the human dimension at the forefront of responsible innovation. IPRH's support for research, graduate training, and undergraduate education helps develop well-rounded graduates who are prepared for a variety of careers in fields from business and technology to public service and medicine to which they bring a combination of knowledge and skill rooted in humanistic thinking. Furthermore, through the Odyssey Project, IPRH has contributed to building an educated workforce in the state by making higher education possible for low-income and underrepresented students in East Central Illinois.

Comparable Institutes and Centers in Illinois

The Franke Institute for Humanities at the University of Chicago, the Alice Kaplan Institute for the Humanities at Northwestern University, the Humanities Institute at the University of Illinois-Chicago (UIC), and the Manny Jackson Center at Southern Illinois University Edwardsville all have similar missions. However, the proposed Institute is unique in its location on a campus that is globally renowned for its STEM research and enterprise. This makes HRI's work as a humanities incubator uniquely important because it promotes interdisciplinary research at UIUC to be rooted in humanities knowledge and values.

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 Institute is in alignment with the overall mission of the University and is consistent with the purpose, goals, and objectives of the institution.

Assessment of Outcomes

The Humanities Research Institute will assess its impact by measuring a variety of outcomes. For research, the number of book or journal article publications, doctoral degree completions, tenure/promotions awarded, postdoctoral job placements, and grants and prizes awarded will be counted. For example, with support from the Andrew W. Mellon Foundation, IPRH has funded 38 Humanities Without Walls research projects to date totaling \$3.3 million, 149 predoctoral summer workshop grants to students totaling \$745,000, and \$172,770 in other research grants to teams of faculty and graduate students. For campus partnerships, success may be measured in the number of collaborations that result from conferences, workshops, and "Research Clusters" supported by HRI. In terms of outreach, HRI will track the results of collaborations with community organizations such as those already in existence with the Urbana Adult Education Center, The Martens Center, the YMCA, and the Champaign County Regional Planning Commission. For campus and community engagement, the number of and attendance at events sponsored by HRI will be counted. For example, over the last 20 years, about 400 events have been hosted by IPRH including invited speakers, workshops, and roundtables, ranging in attendance from 20 to over 200. HRI intends to continue hosting an average of five to six events per semester.

Facilities (space, equipment, instructional materials)

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

The Office of the Vice Chancellor for Research will provide space and facilities for the Humanities Research Institute. Staff offices are in the Levis Faculty Center where renovations will soon begin to expand the proposed Institute. HRI will continue to provide instruction as part of the Odyssey Project at community locations such as the Urbana Adult Education Center and the Martens Center.

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 staff of the Humanities Research Institute will closely resemble that of the Illinois Program for Research in the Humanities. The Director, Deputy Director, Assistant Director for Education and Outreach, Business Operations and Grant Manager, Director of Operations for Humanities Without Walls, Odyssey Project Advisor and Student Experience Coordinator, Office Support Specialist, and Project Manager for the Training in Digital Methods for Humanists will continue in their current roles. Plans are underway to hire a Communications Specialist and an Office Support Associate. The Deputy Director supervises all staff except the Director of Operations for Humanities Without Walls reports to the Director.

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 support the proposed Humanities Research Institute. Staff salaries are allocated in the budget of the Office of the Vice Chancellor for Research, and research and programmatic activities will be supported by grants from the Andrew W. Mellon Foundation.

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 Humanities Research Institute will be published on the University's website.

Staff Conclusion. The staff concludes that the Humanities Research Institute 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.

Western Illinois University

Proposed Program Title in the Region of Authorization: Master of Arts in Teaching in Alternative Teacher Licensure in the Western Region.

Projected Enrollments and Degrees. Western Illinois University projects enrollments of five students in the first year and 41 total students in the fifth year. The University projects 31 degrees will be awarded in the fifth year.

Background

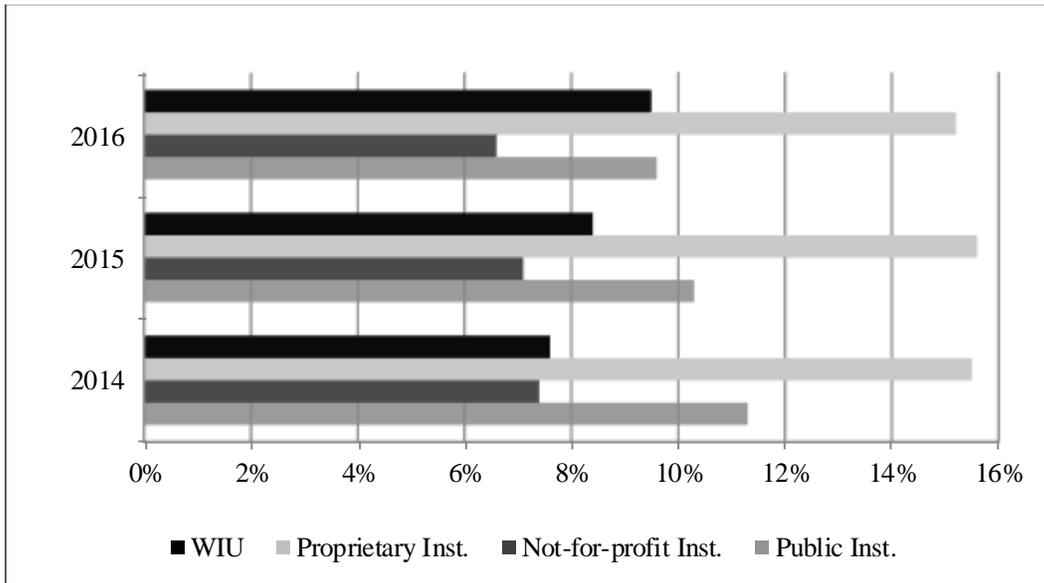
Western Illinois University (WIU or the University) seeks authority to offer the Master of Arts in Teaching in Alternative Teacher Licensure (MAT in ATL) in the Western Region. Built upon existing courses and resources, the 36 to 38-credit-hour master's program has been designed under the state guidelines for alternative teacher licensure with the goal of addressing the statewide and regional teacher shortage. In accordance with Illinois State Board of Education requirements, candidates will begin with an intensive summer session of methods and pedagogical work after which they will be issued an Educator Licensure with Stipulation endorsed for Alternative Educator. Candidates will then enter a two-year residency as paid, full-time teachers of record with an assigned mentor teacher. Successful candidates will complete the remaining program requirements over the course of two years after which they will exchange their provisional license with a Professional Educator License. Administered by the School of Education within the College of Education and Human Services, the MAT in ATL will offer candidates three possible licensure tracks: special education; mathematics; or science.

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

Student Loan Default Rate

The three-year student loan default rate for Western Illinois University was 9.5 percent in 2016, 8.4 percent in 2015, and 7.6 percent in 2014. 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.

The proposed MAT in Alternative Teacher Licensure is designed to address the critical and well-documented teacher shortage in the state. The Illinois Association of Regional Superintendents of Schools released a report in 2017 which described a widespread shortage of teachers, most prominently in Central Illinois. According to the report, 75 to 88 percent of districts outside of the Suburban Cook County and Northeast region identified either a minor or serious teacher shortage

with special education being the area of greatest need, followed by bilingual and foreign language teachers. The MAT in ATL offers a pathway for potential students in these rural communities who hold bachelor's degrees and are interested in becoming teachers but cannot afford to leave their communities and forego a salary to become a full-time student. Moreover, results of a survey administered to West-Central Illinois Regional Offices of Education in 2018, showed 100 percent of survey respondents expressed "immediate" or "some" interest in partnering with WIU on an alternative certification program.

The Illinois Public Agenda for College and Career Success

The proposed MAT in Alternative Teacher Licensure contributes to Goal 1 of the *Illinois Public Agenda for College and Career Success*, to increase educational attainment to match the best-performing states, and Goal 2, to ensure college affordability for students, families, and taxpayers. Goal 1 requires high quality teachers in the region's and state's P-12 schools, and the goal of this program is to produce those high-quality teachers. Since the 2012-2013 academic year, the number of educator licensing tests administered in Illinois – tests required for anyone seeking a teaching career – has dropped by 75 percent, and 75 to 88 percent of school districts outside of the Chicago area report a teacher shortage. WIU supports Goal 2 by building an affordable program upon existing courses and resources that allows teacher candidates to be employed full-time while working towards a permanent teaching credential.

Comparable Programs in Illinois

Five private universities in Illinois offer alternative teacher licensure programs like the proposed MAT (Dominican University, National Louis University, Relay Graduate College of Education, Erikson Institute, and Saint Xavier University). All these institutions are in the Chicago area. The proposed program will be the first of its kind both at a public university and located in central and rural 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 programs are consistent with the purpose, goals, objectives, and mission of the University. The requested degree titles reflect programs' objectives and curricula.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to

show the level of student learning that has occurred as a result of participation in the institution's programs of study.

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

Admission Requirements

Applicants to the MAT in Alternative Teacher Licensure program must satisfy the admission standards to the School of Graduate Studies at the University. Admission standards include: holding a bachelor's degree from a regionally accredited college or university, a cumulative grade point average of 2.75 for all undergraduate work or a 3.0 GPA for the last two years (60 credit hours) of undergraduate work, completion of all course prerequisites, and (for students for whom English is a second language) demonstrated written and spoken English language proficiency based on the Test of English as a Foreign Language scores. In addition to the Graduate School requirements, applicants to the proposed program must have a minimum of 32 undergraduate credit hours earned in the areas of reading, English/language arts, mathematics, or one of the sciences; document a minimum of two years of post-baccalaureate work experience; pass a basic skills assessment; pass the subject-specific area test as provided by the Illinois Licensure Testing System; and secure employment with a school district as a classroom teacher in the area of licensure sought.

Curriculum

The proposed MAT in Alternative Teacher Licensure requires a minimum of 36 credit hours including 15 hours of core courses in teaching methods, cognition and instruction, reading, and field and internship experience, and three credit hours chosen between equity and the socio-cultural contexts of education or social foundations of education. An additional 18 to 20 of elective hours in one of three licensure tracks: special education; mathematics; and science. Candidates choosing the special education track will take electives on diagnostic assessment for exceptional individuals, characteristics of learners with disabilities, and instructional methods for learners with disabilities. Candidates choosing the mathematics track will take electives on education law and policy, designing/managing learning environments, educational assessment and evaluation, adolescent psychology, teaching and assessment in secondary school mathematics, and instructional methods for secondary learners with disabilities. Candidates choosing the science track will take electives on science, education law and policy, designing/managing learning environments, educational assessment and evaluation, adolescent psychology, methods of teaching secondary science and instructional methods for secondary learners with disabilities. All candidates must submit and pass the edTPA (Teacher Performance Assessment) and pass the technology competency assessment.

Assessment of Student Learning

Western Illinois University has a standard process for assessing student learning outcomes in all its degree programs. Assessment of student learning in the MAT in Alternative Teacher Licensure will be accomplished through direct and indirect measures. Direct measures include curriculum development projects, examinations, writing assignments, classroom management plans, assessment construction, unit plan development, and receiving professional educator licensure upon program completion. Indirect measures include class discussions, disposition analyses, and feedback from mentor teachers and principals. Candidates must maintain a minimum

GPA of 3.0 or higher in all graduate work attempted and earn a “C” or better in all coursework to satisfy degree requirements.

Program Assessment

Western Illinois University has an established assessment plan to determine the overall effectiveness of its programs and to ensure students’ needs are being met. Every WIU academic department must compile a Consolidated Annual Report and submit it to the Provost for review. Metrics include student recruitment, retention, and graduation rates, research productivity, publications, grants secured, levels of alumni and employer satisfaction with the program, and the percent of graduates employed in relevant positions. Additionally, faculty will conduct annual self-studies of the program which will include input from graduates, analysis of course assessments, and retention and graduation rates. Finally, an analysis of engagement levels in internships and their success will be evaluated in this annual self-study. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

Existing facilities at the University are sufficient for implementing the proposed program. Classroom space and computer resources are sufficient for the programs’ needs. 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 academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at

the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

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

The University has adequate faculty, staff, and other instructional resources to administer the proposed program. Existing faculty in the School of Education and the Departments of Biological Sciences, Chemistry, Mathematics and Philosophy, and Physics 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.

The Master of Arts in Teaching in Alternative Teacher Licensure will be accredited by the National Council for Accreditation of Teacher Education, as are all teacher preparation programs at WIU. Furthermore, upon successful completion of this degree program, candidates will have earned the Professional Educator License from the state of Illinois.

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 Arts in Teaching in Alternative Teacher Licensure proposed by Western Illinois 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.