

APPROVED

MARCH 9, 2021

Item #C-3
March 9, 2021

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

Submitted for: Action.

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

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

Southern Illinois University Carbondale

- Bachelor of Science in Econometrics and Quantitative Economics in the Southern Region
- Master of Science in Biomedical Science in the Southern Region

Southern Illinois University Edwardsville

- Geospatial Mapping, Applications, and Research Center in the Southwestern Region

University of Illinois Chicago

- Doctor of Clinical Exercise Physiology in the Chicago Region

University of Illinois Urbana-Champaign

- Master of Science in Mental Health Counseling in the Prairie Region



STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

Executive Summary – Public Institutions

Southern Illinois University Carbondale

- Bachelor of Science in Econometrics and Quantitative Economics

Southern Illinois University Carbondale (SIUC or University) requests authorization to offer an interdisciplinary Bachelor of Science (BS) in Econometrics and Quantitative Economics in the Southern Region. The proposed program will consist of 39 general education credit hours; 47 credit hours of Foundational Business/Economics courses; 24 credit hours of Econometrics, Mathematics, and Computer Programming; and 10 credit hours in electives. The BS in Econometrics and Quantitative Economics is designed for and prepares undergraduates who plan to pursue technical or professional careers or graduate study in economics, quantitative economics, or other data-oriented positions and programs. The proposed program utilizes existing coursework across three existing programs: Economics; Mathematics; and Computer Science, reflecting the intrinsically multi- and interdisciplinary nature of economics and data analysis. The proposed program targets a student demographic that is largely underserved: students of color and students from rural areas. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

- Master of Science in Biomedical Sciences in the Southern Region

Southern Illinois University Carbondale (SIUC or University) requests authorization to offer a Master of Science (MS) in Biomedical Sciences in the Southern Region. The proposed program is designed for students pursuing health careers to increase their competitiveness for professional

school application through an earned degree. It is a joint effort by the Southern Illinois University (SIU) School of Medicine and the SIUC campus, taking advantage of resources and expertise across these two SIU entities. The School of Biological Sciences in the College of Agricultural, Life, and Physical Sciences will administer the program. The MS in Biomedical Sciences requires a minimum of 30 credit hours including 19 credit hours in biological sciences courses, nine credit hours of elective courses, and two credit hours of structured support preparation courses. 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.

Southern Illinois University Edwardsville

- Geospatial Mapping, Applications, and Research Center in the Southwestern Region

Southern Illinois University Edwardsville (SIUE or the University) requests authorization to establish the Geospatial Mapping, Applications, and Research Center (GeoMARC or the Center) in the Southwestern Region. With the current application, the Laboratory for Applied Spatial Analysis (LASA), in existence since 1996, requests to be elevated from laboratory to center status and renamed the Geospatial Mapping, Applications, and Research Center. Originally founded in the College of Arts and Sciences, GeoMARC now resides in the Graduate School. The proposed Center will continue to expand on the successes and momentum of LASA to foster multidisciplinary and multi-institutional collaborations that develop and promote the use of advanced geospatial technologies to conduct, lead, and influence research and innovative solutions to meet the needs of both private industry and the public sector. The transition of GeoMARC from a departmental research lab into a university-wide research center will allow SIUE to better position itself as area universities join forces to take advantage of research dollars associated with the growth of the geospatial ecosystem in St. Louis. The University has sufficient library, technology, staff, and financial resources in place to support the Center.

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

University of Illinois Chicago

- Doctor of Clinical Exercise Physiology in the Chicago Region

The University of Illinois Chicago (UIC or University) requests authorization to offer a Doctor of Clinical Exercise Physiology in the Chicago Region. Administered by the Physical Therapy Department, the proposed entry-level doctoral program will provide didactic and practical training beyond bachelor's and master's programs that are currently available for students that aspire to practice as a clinical exercise physiologist. Professional preparation will involve coursework and practicum experience in the clinical management of patients with complex health conditions. The proposed program will equip students to be effective leaders and future program managers by offering professional development courses. Additionally, the proposed program will prepare students to sit for several specialized certifications that will grow their skillset and increase their opportunities for employment. The curriculum consists of 15 required courses including seven instructional, two professional development, and six clinical courses totaling 50 to 54 hours. No thesis or dissertation will be required, rather students will complete a portfolio. 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.

University of Illinois Urbana-Champaign

- Master of Science in Mental Health Counseling in the Prairie Region

The University of Illinois Urbana-Champaign (University or UIUC) requests authorization to offer a Master of Science (MS) in Mental Health Counseling in the Prairie Region. The proposed program will require a minimum of 60 credit hours including 52 core credit hours covering foundations of psychology, psychotherapy, psychopathology, research methods, and counseling; eight elective hours chosen from a selection of human developmental and assessment courses; and a total of 700 clock hours of practicum specific to one of three possible areas of study: Mental Health Counseling, Career Counseling, or Counseling and Developmental Sciences. The MS in Mental Health Counseling will prepare students to enter the counseling field as a master's level professional or to continue their doctoral studies in applied psychology. Graduates of the mental health counseling and career counseling tracks will be licensure eligible as Illinois Licensed Professional Counselors. 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 E.

The staff recommends adoption of the following resolutions:

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

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

The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authorization to establish the Geospatial Mapping, Applications, and Research Center 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 Chicago authorization to grant the Doctor of Clinical Exercise Physiology (DCEP) 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 Urbana-Champaign authorization to grant the Master of Science in Mental Health Counseling in the Prairie Region, subject to the

institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Southern Illinois University Carbondale

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Econometrics and Quantitative Economics in the Southern Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
5	15	5

Background

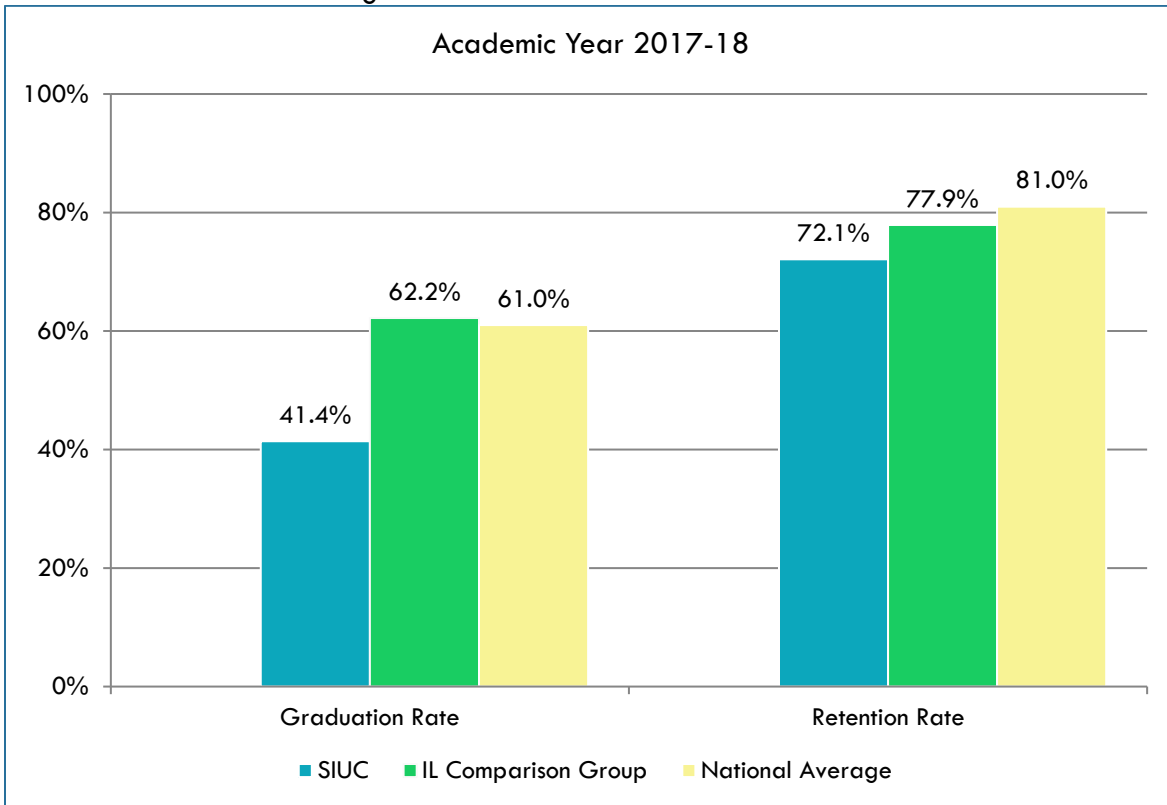
Southern Illinois University Carbondale (University or SIUC) is seeking authorization to offer a Bachelor of Science (BS) in Econometrics and Quantitative Economics in the Southern Region. The proposed program will combine a set of core economics courses providing a strong foundation with advanced statistical, mathematical, and computer programming skills. Graduates will then be able to apply these technical skills to employment sectors or graduate programs requiring sophisticated market analyses or economic research. This multi- and interdisciplinary program provides basic knowledge in the foundations of economics, statistics, and computer programming and will prepare students for careers or graduate study. The degree will be housed in the School of Analytics, Finance, and Economics at Southern Illinois University Carbondale, which already offers a Bachelor of Arts in Economics. SIUC's School of Analytics, Finance, and Economics, in conjunction with the Center for International Education, will promote this program to international students.

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 Graduation Rates and Retention



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

Note: Southern Illinois University Carbondale is in the four-year selective Illinois comparison group.

Higher percentages are positive indicators. The average national six-year graduation rate for four-year public institutions in fall 2012 was 61 percent with national rates ranging according to institutional selectivity from 34 to 90 percent. The average national retention rate for public four-year institutions was 81 percent with national rates ranging according to institutional selectivity from 63 to 97 percent.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

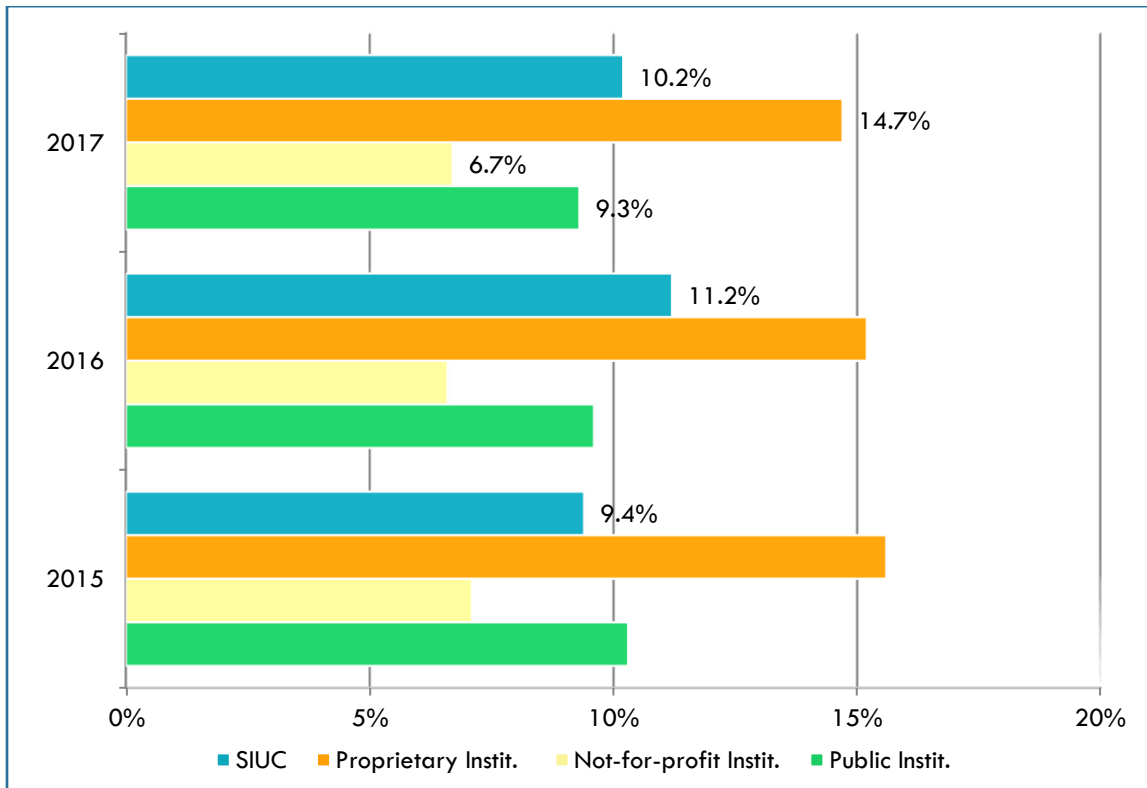
Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

Academic Year	Southern Illinois University Carbondale	Comparable Illinois Institutions
2017-18	33	25.7

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three-Year Cohort Student Loan Default Rate



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

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

A lower number is a positive indicator.

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 field of data analytics is becoming more popular and in greater demand. Employers increasingly want graduates that can undertake economic and statistical analyses more rigorous than calculating simple statistics or plotting trends. The Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook does not yet break out the relatively new occupation of data scientist, so information specific is not available. However, based on the proposed program's knowledge and skills development, careers for BS in Econometrics and Quantitative Economics include Business Analyst, Economic Forecaster, Financial Advisor/Planner, Actuary, Data Analyst/Research Analyst, and Comptroller, all of which are growing "faster than average" or "much faster than average," according to the BLS. As well, the BLS projects that closely aligned occupations "software developers, applications" are among the fastest growing occupations in the U.S. As well, candidates with a bachelor's degree may qualify for some entry-level economist or data science positions, including jobs with the federal government. An advanced degree is sometimes required for advancement to higher level positions; the proposed BS degree prepares students for graduate study.

The Illinois Department of Employment Security's *Long-Term COVID19-Impacted Occupations 2018-2028* indicates that "Computer and Mathematical Occupations" will grow much faster than most other occupations in Illinois over the projected decade.

The Illinois Public Agenda for College and Career Success

The proposed BS in Econometrics and Quantitative Economics supports Goal One, Educational Attainment of the *Illinois Public Agenda* to increase educational attainment to match the best-performing states. The availability of an affordable degree in this discipline from a public institution in the Southern Region will increase educational attainment among especially students of color, rural students, and differently-abled students, particularly in a STEM-related field. Providing students at SIUC an opportunity to attain quantitative training and explicitly market that training will allow for more graduates from Illinois to compete in the global marketplace.

Comparable Programs in Illinois

Institution	University of Illinois Urbana-Champaign	Northwestern University	University of Chicago
Program Name	BS in Econometrics & Quantitative Economics	BA in Economics	BA in Economics
Sector	Public university	Private not-for-profit	Private not-for-profit

Three undergraduate programs in Illinois have the same CIP Code (45.0603) as the proposed program: the Bachelor of Arts (BA) in Economics at Northwestern University; the BA in Economics at the University of Chicago; and the BS in Econometrics and Quantitative Economics at the University of Illinois-Champaign (UIUC).

The program at UIUC is the only other BS in Econometrics and Quantitative Economics offered at a public institution in Illinois; that program is approved in the Central Region. The proposed program at SIUC in the Southern Region would have little to no impact on UIUC's program. The University of Chicago and Northwestern University both offer a BA in Economics coded as a STEM field with the CIP Code of 45.0603 because both programs focus on mathematics and statistics. However, both institutions serve a much different student demographic, are highly selective, and have tuition costs prohibitive to many. Therefore, the proposed BS in Econometrics and Quantitative Economics at SIUC in the Southern Region would have little to no impact on the University of Chicago and Northwestern University's programs.

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 program's 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

There are no additional admission requirements to the program beyond general admission to the institution. General admission requirements include the following:

- A completed application for admission;
- A \$40 non-refundable application fee. Fees may be waived for students who meet certain income levels; and
- Current official high school transcripts.

Curriculum

The Bachelor of Science in Econometrics and Quantitative Economics is a 120-credit-hour curriculum that includes the following:

- General Education/University Core Curriculum coursework – 39 credits
- Business/Economics Foundation coursework – 47 credits
- Major course requirements – 24 credits:
 - Economics course requirements – 13 credits
 - Mathematics and Computer Science requirements – 11 credits
- Electives (in Mathematics or Computer Science) – 10 credits

Assessment of Student Learning

Southern Illinois University Carbondale has established processes to measure and analyze student learning outcomes data. Direct measures include projects, tests, computer coding, homework, and economic forecasts and analyses. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include student performance in Mathematics and Computer Science courses and exit interviews with graduating seniors. Graduation rates and average time to graduations will be monitored. The program will work with Career Services to track placement data and will use the request for letters of recommendation from students to report on successful employment or graduate school admissions.

Program Assessment

The proposed program will be administratively housed in the School of Analytics, Finance, and Economics. Each year, assessment data will be collected and evaluated by the faculty, from which program improvement decisions will be made. Program assessment includes review of the Student Learning Objectives, the assessments tools themselves, and assessment of learning outcomes in non-Economics courses. Assessment plans and results will be made available to external reviewers for feedback.

Facilities (space, equipment, instructional materials)

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

Existing facilities at the University are sufficient for implementing the proposed program. Classroom space and computer resources are sufficient for the program's needs. 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 School of Analytics, Finance, and Economics, along with existing faculty in the School of Mathematics and Statistical Sciences and the School of Computing will teach the proposed curriculum.

Accreditation and Licensure

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

No specialized accreditation is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition,

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

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

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

Proposed Degree Title in the Region of Authorization: Master of Science in Biomedical Sciences in the Southern Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment (or when fully implemented)	Degrees Awarded Fifth Year (or when fully implemented)
10	30	30

Background

Southern Illinois University Carbondale is seeking authorization to offer a Master of Science (MS) in Biomedical Sciences in the Southern Region. This program is designed to meet the needs of students who are aiming to increase their competitiveness for admission into health professions schools by providing advanced study in health professions academic disciplines and offering structured support preparation. The MS in Biomedical Sciences will use existing courses currently being offered through the College of Agriculture, Life and Physical Sciences. Additionally, it will leverage personnel, expertise, and curriculum from the Medical and Dental Education Preparatory Program (MEDPREP) that has been in existence for 50 years at SIUC in its design and execution to help students provide a competitive professional school application profile. Earning this graduate degree in the biomedical sciences while also improving GPA and entrance exam scores will strengthen student's candidacy for admission to a health professions schools, programs, and careers.



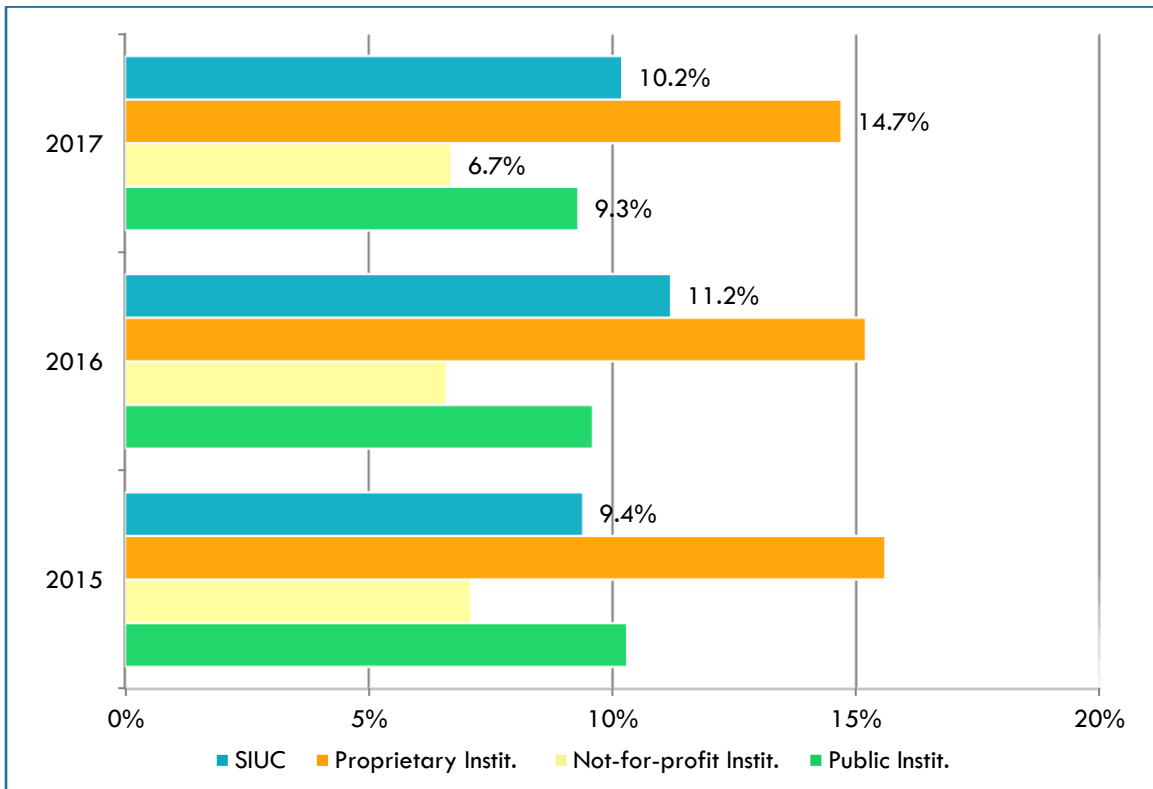
Institutional Data

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.

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.

Acceptance to health professions programs is competitive, with many students failing to gain entry on their initial application submission. According to the American Association of Medical Colleges (AAMC), over 50,000 students apply to medical schools annually and of those, about 25 percent are repeat applicants. In 2019, 2241 students from the State of Illinois applied to medical school but only 934 were accepted and data suggests that approximately 560 Illinois students reapply each year. The American Dental Education Association reports that each year 5,000 students are unsuccessful in their dental school application. The leading reasons why students were not initially competitive is attributed to low GPA and standardized exam scores. From 2013-2018, the Health Professions Information Office at SIUC tracked 75 first-time medical school applicants

who did not gain entry into any professional school. Many of those individuals shared their desire to enroll in a graduate program to improve their academic profile and reapply to professional school. This evidence was the impetus for developing the proposed program, especially for students from the Southern Illinois community.

There will be a greater need for healthcare professionals as indicated by these statistics from the Illinois Department of Employment Security (IDES), American Association of Medical Colleges, and U.S. Department of Health and Human Services (HHS):

- Healthcare and social assistance will make up 13.5 percent of employment by 2026 (IDES);
- Shortage of over 120,000 physicians by 2032 (AAMC); and
- Shortage of over 15,000 dentists by 2025 (HHS).

While healthcare profession shortages continue to rise, rural and historically underserved areas will ultimately feel the biggest impact. SIUC serves the central and southern part of Illinois, and most of this region falls into health profession shortage areas, where primary care and mental health care availability is already lacking. The SIU School of Medicine has as its mission to serve the region by educating physicians who will stay in the southern and central Illinois region to practice medicine. By preparing students from the region to become a better candidate for health professions schools, the BMS program will contribute to producing quality students for the SIU system medical school while also feeding the pipeline of health professions students that will return to the region as health professionals.

The Illinois Public Agenda for College and Career Success

The proposed Master of Science in Biomedical Sciences will further Goal Three 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*. The anticipated shortage of health professionals nationwide is well studied, and SIUC serves a region that is already a documented health professions shortage area. Health professionals typically do not come from the Chicago or other urban areas to practice in southern Illinois. Therefore, in order to have a strong pool of health professionals in the rural downstate area, SIUC will have to train individuals from the southern Illinois region that are interested in healthcare, so that they can be competitive to enter health professions schools.

The proposed Master of Science in Biomedical Sciences program will also address Goal Four to *better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*. The BMS program leverages three important assets that already exist at SIUC. First, the University possesses excellent science faculty and available coursework in the College of Agricultural, Life and Physical Sciences. Second, it boasts faculty and expertise in medical education from the SIU School of Medicine. Lastly, SIUC has expertise in academic enhancement programs for premedical students from the SIU School of Medicine MEDPREP program. Thus, the BMS program represents an outstanding opportunity to integrate already-available educational assets on the SIUC campus to provide a needed educational opportunity for the southern Illinois community.

Comparable Programs in Illinois

Institution	Program Name	Sector
Loyola University	MS in Medical Sciences (MAMS)	Private
Midwestern University	Master of Biomedical Sciences (MBS)	Private
Rosalind Franklin University of Medicine and Science	MS in Biomedical Sciences (BMS)	Private

Three similar programs are being offered at private institutions in Chicago. There are currently no public universities in Illinois that offer a master's program with a similar focus on academic enhancement in biomedical sciences. The proposed program would meet a need that is not currently being met by existing public institutions in Illinois with little impact on enrollment in the existing programs.

Mission and Objectives

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

The program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the programs objectives and curriculum.

Curriculum and Assessment

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

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

Admission Requirements

To be considered for admission to the proposed program, applicants are required to meet all Graduate School admissions requirements in which applicants must have:

- Earned a bachelor's degree from an accredited institution and completed all undergraduate degree requirements prior to the beginning of classes for the program.
- Minimum GPA of 2.7/4.0 on last 60 semester hours of work; or a minimum GPA of 3.0/4.0 in at least nine hours of graded graduate work from an accredited U.S. educational institution.
- Completed all undergraduate prerequisite science coursework including*:
 - Two semesters with laboratory in the biological sciences;
 - Two semesters with laboratory of major or pre-medical general chemistry;
 - Two semesters with laboratory of major or pre-medical organic chemistry, or a one-year organic chemistry/biochemistry sequence with two credits of laboratory; and
 - Two semesters with laboratory of major or pre-medical physics.

**Applicants with up to two prerequisite courses planned or in-progress may be considered for admission.*

Curriculum

The proposed MS in Biomedical Sciences is designed as a one-year, 30-credit-hour program that includes 19 credit hours of core courses in biological sciences—biology, microbiology, physiology, anatomy, molecular biology, and biomedical science or statistics; nine credit hours of elective courses; and two credit hours of structured support preparation courses designed to help students craft a strong professional school application.

Assessment of Student Learning

Southern Illinois University Carbondale has established processes to measure and analyze student learning outcomes data. Direct measures include mock and official health professions schools admissions test performance, formal writing assessments, and speaking assignments. Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes include surveys, GPA, and end of course evaluations. Assessment data will be used to evaluate student learning and the program.

Program Assessment

The Southern Illinois University Carbondale has articulated a comprehensive plan to continually evaluate and improve the education it provides in the proposed program. The Program Director will gather the program metrics collected from course performance, mock and official health professions schools admissions test performance, advising metrics, and rates of student application and matriculation into health professions schools. These metrics will be reviewed by an internal review board comprised of the Program Director, Director of the School of Biological Sciences, and four appointed faculty representatives to assess program outcomes on no less than a yearly basis and will use both formative and summative assessment data to determine avenues for 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. Classrooms, office space, and computer resources are adequate for the program's needs. The University possesses appropriate library resources, including textbooks, journal holdings, and other 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.

Current faculty and staff are adequate 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 School of Medicine will provide will cover the salary for the program director, which is a half time position. The School of Biomedical Science will reimburse the School of Medicine when

tuition revenue is generated. The program is expected to be a source of revenue once fully implemented.

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 accreditation or licensure is required for the proposed program.

Program Information

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

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

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

Southern Illinois University Edwardsville

Proposed Center Title in the Region of Authorization: Geospatial Mapping, Applications, and Research Center

New Administrative Unit: The proposal is for the establishment of the Geospatial Mapping, Applications, and Research Center (GeoMarc or the Center) in the Southwestern Region. GeoMARC will expand on the successes and momentum of Laboratory for Applied Spatial Analysis (LASA) to foster multidisciplinary and multi-institutional collaborations that develop and promote the use of advanced geospatial technologies to conduct, lead, and influence research and innovative solutions to meet the needs of both private industry and the public sector.

Background

Southern Illinois University Edwardsville is seeking authorization to establish the Geospatial Mapping, Applications, and Research Center in the Southwestern Region. Initially formed in 1996 as the Laboratory for Applied Spatial Analysis, the proposed Center will continue to expand on the successes of the laboratory. The transition of GeoMARC from a departmental research lab into a university-wide research center will allow SIUE to secure research dollars associated with the growth of the geospatial ecosystem in St. Louis. GeoMARC will create multidisciplinary research collaborations across the university, as well as foster partnerships with other institutions, government agencies, and industry affiliates to conduct, lead, and influence research and innovative solutions using geospatial technologies. The Center will support student retention by providing real-world experience and mentorship to undergraduate and graduate students through externally funded research partnerships. Additionally, GeoMARC will continue to map university infrastructure and resources, conduct spatial mapping of the SIU student and alumni footprint across the region, support of geospatial software licenses and installation across campus, and provide technical and intellectual support for geospatial technologies to university faculty and staff. Finally, the Center will embark on the development of a geospatial data repository website of local and regional data for staff and administrative use, for faculty and student research, and for regional community and governmental use thereby reducing barriers to data access that often inhibit the adoption and pervasive use of geospatial technologies. Funding to support GeoMARC's operation and research mission will come from external funding from federal, state, and private sources.

Need

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

A recent study by TEconomy GeoFutures Report shows that between 2015 and 2018, St. Louis was the fourth fastest growing geospatial hub in the nation with an 11.3 percent growth trend in related geospatial occupations trailing only to Denver, Los Angeles, and Philadelphia. However, St. Louis had a geospatial ecosystem growth rate that was significantly higher than the national average and higher than both Washington D.C. and the Silicon Valley. GeoMARC will contribute to the research and workforce development needs of the emerging geospatial science industry and its affiliates. The National Geospatial-Intelligence Agency (NGA), Bayer (Monsanto), Climate Corp.,

Nation Corn Growers, Continental Mapping, Leidos, and Harris Corporation are but a few significant users of geospatial technologies located in the St. Louis area. The transition of GeoMARC into a Center will aid in the attraction of faculty and students interested in topics that have a geospatial component, and it will increase the potential for collaboration with other St. Louis-based universities.

The Illinois Public Agenda for College and Career Success

The proposed Center will further Goal One to *increase educational attainment to match the best-performing states* through the promotion of the use of advanced geospatial technologies to conduct, lead, and influence research and innovative solutions. GeoMARC will be working with faculty, staff, other Centers, and administrators across SIUE’s campus to integrate advanced geospatial technologies into cross-disciplinary teaching and research to create a more engaged campus community. The Center will also work with underrepresented freshman students in the Student Opportunities for Academic Results (SOAR) student support program, providing exposure to geospatial technologies. Additionally, GeoMARC will continue outreach to area high schools, providing students hands on experience, an understanding of geospatial technologies, and uncovering the possibility of career opportunities in the field. Finally, the Center will continue to work closely with T-REX and Washington University in developing a geospatial “Teach the Teachers” curriculum that can be implemented in St. Louis and Metro East area middle schools and high schools.

The proposed GeoMARC will also address Goal Four of the Illinois Public Agenda for College and Career Success goals to *better integrate Illinois’ educational, research, and innovations assets to meet economic needs of the state and its region*. GeoMARC has historically embraced student participation in virtually all of the Center’s externally funded projects. This teaching concept has helped provide students with valuable transferrable skillsets that evolve into a high functioning, problem solving, and relevant workforce that will help better position Illinois going forward.

Comparable Centers in Illinois

Institution	University of Illinois Urbana-Champaign
Program Name	CyberGIS Center for Advanced Digital and Spatial Studies
Sector	Public

The CyberGIS Center at the University of Illinois Urbana-Champaign is the only center in the State that has the similar capabilities, goals, and objectives to the proposed center. GeoMARC is the only geospatial resource center on the eastern edge of St. Louis’ rapidly growing geospatial ecosystem. The Center will help establish a larger and more substantial geospatial footprint for Illinois as it collaborates and competes with other St. Louis based universities engaging in geospatial research and development.



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 Center is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the University. GeoMARC will only provide support for instruction.

Assessment of Outcomes

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.

GeoMARC will use a series of metrics to assess the success of the Center in achieving its objectives. Research funding opportunities will be quantified through the number of collaborative meetings, grant proposals, contract and grant awards, the level of external funding received, and the number and significance of final reports and published/presented research. Additionally, annual reports will reflect client satisfaction, the number of funded graduate and undergraduate students, the number and diversity of hits on a developed website, and the number and complexity of cross-discipline and unit collaborations within SIUE. Additional measures will include the following:

- Number of peer reviewed publications, financial self-sufficiency and stability, and student engagement in research opportunities;
- Satisfaction of engaged faculty and external stakeholders;
- Organizational effectiveness and performance; and
- Perceived adequacy of equipment, computational, and staff resources.

The Center will compile and submit an annual report to the Advisory Board, the SIUE Centers and Institutes Review Committee, and the Southern Illinois University Board of Trustees for evaluation and approval. Recommendations from the Advisory Board and the Centers and Institutes Review Committee will play a significant role in the quality assurance process.

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.

GeoMARC will be located at the University Park at SIUE. Existing facilities at the University are sufficient for implementing the proposed Center. Research space, conference area, offices, and computer resources are adequate for the Center's needs. The University possesses appropriate library resources, including textbook and journal holdings, to support the needs of GeoMARC.

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.

Current faculty and staff are adequate to implement the Center.

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 Geospatial Mapping, Applications, and Research Center. The GeoMARC has a sustained revenue stream generating sufficient federal, state, and private funding to cover expenses.

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 Geospatial Mapping, Applications, and Research Center will be published on the University's website.

Staff Conclusion

The staff concludes that the Geospatial Mapping, Applications, and Research Center 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 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Chicago

Proposed Degree Title in the Region of Authorization: Doctor of Clinical Exercise Physiology in the Chicago Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment (or when fully implemented)	Degrees Awarded Fifth Year (or when fully implemented)
8	20	20

Background

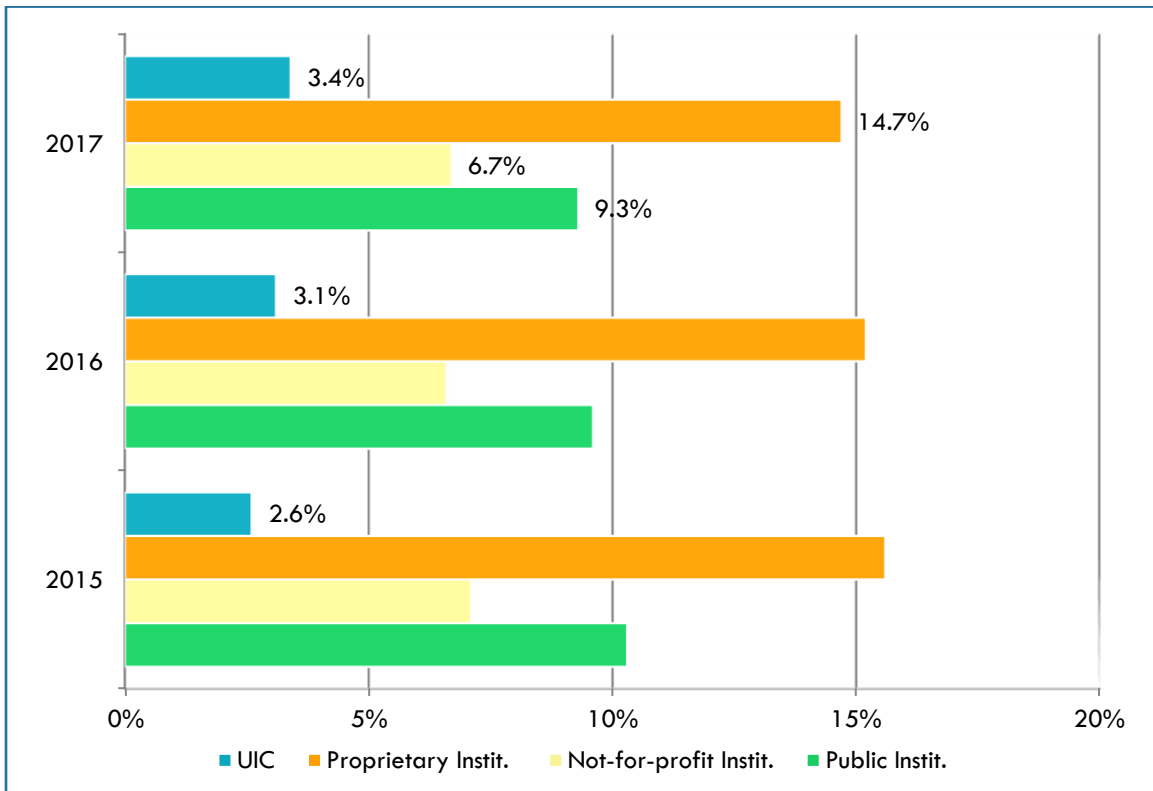
The University of Illinois Chicago is seeking authorization to offer a Doctor of Clinical Exercise Physiology in the Chicago Region. The proposed program will provide necessary training for students to practice in primordial, primary, and secondary prevention services and apply their skills to: 1) combat the increasing prevalence of diabetes by serving as diabetes educators, 2) appropriately deliver exercise training interventions to patients with advanced chronic kidney disease, cardiovascular disease, patients undergoing cancer treatment, or those with physical disabilities; and 3) be able to perform clinical cardiovascular ultrasound examinations to diagnose or track the progress of patients with cardiovascular diseases. Graduates will possess a skillset that will prepare them for careers in inpatient and outpatient cardiac rehabilitation, pulmonary rehabilitation, bariatric exercise programs, cancer rehabilitation, cardiopulmonary exercise stress testing, diabetes education, program management, cardiovascular sonography, academics, and work as a professional research assistant.

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 (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.

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.

Substantial evidence shows that physical inactivity and sedentary behavior is increasing globally and has contributed to six percent to ten percent of the burden of many chronic diseases and premature mortality. The World Health Organization has launched an initiative to reduce physical inactivity by ten percent and 15 percent by 2025 and 2030, respectively. Clinical exercise physiologists would play a significant role in achieving this goal and prevent unnecessary deaths. In fact, the U.S. Bureau of Labor Statistics (BLS) projects employment of exercise physiologists is expected to grow 11 percent from 2019-2029, much faster than the average for all occupations. Additionally, among metropolitan areas across the U.S., the metro Chicago area ranks among the highest employment level in exercise physiology-based jobs. Further still, Illinois is among the top

five states with the highest employment level in this occupation. There are 87 cardiac rehabilitation and 57 pulmonary rehabilitation centers in Illinois that serve as primary employers of Clinical Exercise Physiologists. The scholarship, practices, and knowledge fostered through the creation of a professional Doctor of Clinical Exercise Physiology will meet the needs of the diverse local and global population.

The Illinois Public Agenda for College and Career Success

The proposed Doctor of Clinical Exercise Physiology program will further Goal 1 to *increase educational attainment to match the best-performing states*. It will elevate the level of professional preparation students received at the graduate level to increase the knowledge and skillset of CEPs to meet the healthcare demands of a nation that is experiencing an increase in complex health conditions and multimorbidity. This program will prepare CEPs to be more effective in delivering healthy lifestyle interventions to those with chronic diseases and be able to perform cardiovascular ultrasound images on patients seen in clinical as well as research settings. Furthermore, offering this professional doctorate degree will enable UIC to be a leader in the field of clinical exercise physiology while laying the framework that stimulates the evolution and revitalization of the profession.

The proposed program will also address 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*. Students completing this program will be prepared to sit for the following certifications: American College of Sports Medicine (ACSM's) Certified Cancer Exercise Trainer, ACSM's Certified Inclusive Fitness Trainer, Certified Diabetes Educator and Registered Diagnostic Cardiac Sonographer. Being equipped to take and obtain these certifications will greatly expand the areas in which graduates can be hired and provide care for patients.

Comparable Programs in Illinois

There are currently no comparable programs in Illinois that grant a professional Doctor of Clinical Exercise Physiology degree. The proposed program would be the first of its kind in the State and across the nation, strengthening job opportunities for students prepared beyond the master's level.

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 Doctor of Clinical Exercise Physiology program must complete the standard University application and follows the requirements of the Graduate College. To be considered for admission to the program, applicants must have:

- A master's degree in clinical exercise physiology, exercise physiology, exercise science, kinesiology or like degree;
- Had at least 100 hours of experience working in a clinical setting such as cardiac rehabilitation, pulmonary rehabilitation, community wellness, adult physical fitness programs, or cardiopulmonary exercise stress testing; and
- A minimum master's GPA of a 3.0/4.0.

It is highly recommended that prospective students have taken courses in the areas of electrocardiography, advanced exercise physiology, and advanced exercise testing, interpretation, and prescription. Additional requirements include submission of official transcripts from all degree-granting institutions along with GRE scores and a personal statement. International applicants must provide TOEFL scores and meet English proficiency requirements.

Curriculum

The Doctor of Clinical Exercise Physiology Program curriculum requires 50-54 credit hours of coursework and completion of a portfolio. The 15 required courses include:

- 25-29 hours of clinical education training;
- 19 hours of didactic courses; and
- Six hours of professional development courses.

The professional program will deliver didactic and practical training to establish clinical skills in testing, prescribing and monitoring exercise in patients with complex health disorders, cancer, providing educational guidance in managing diabetes, as well as performing and interpreting echocardiograms. Students will build leadership skills to help them effectively manage clinical personnel and be prepared with foundational skills necessary to create business plans, proposals and manage a clinical business. Additionally, students participate in numerous clinical opportunities fostered by the Department of Physical Therapy and its multidisciplinary partnerships that will enable students to experience a comprehensive and high-level educational experience that translates theory into application.

Assessment of Student Learning

The University of Illinois Chicago has established processes to measure and analyze student learning outcomes data. Direct measures include response papers, quizzes, tests, discussion forums, presentations, literature reviews, and self-assessments. Assessments are intentionally aligned with course and program learning objectives so that a student successfully completing a course will be a measure of a student achieving that portion of the program's learning objectives.

Indirect measures of student learning outcomes include clinical supervisor assessments and graduation rates of the students. Students are expected to earn a cumulative 3.0 GPA with a C or better in all core courses. The goal for the program is that 90 percent of the students achieve a 3.0 or better in the degree. Both the Department's Curriculum Committee and the instructor will review course assessments at the end of the semester, evaluate the effectiveness of each assessment at achieving student learning objectives, and recommend changes to improve learning.

Program Assessment

The University of Illinois Chicago has articulated a comprehensive plan to continually evaluate and improve the education it provides in its program. The Department's Curriculum Committee will review all course objectives, syllabi, and assessments at the launch of all new courses and at the completion of each semester. The committee will also conduct an annual review of student learning objectives and outcomes at the course and program level, providing recommendations for the continued improvement of student learning. Clinical site supervisors will evaluate students on their engagement and application of knowledge. At the conclusion of the program, students will complete a survey assessing key elements of the program. Surveys will be distributed to alumni as well as employer and internship sites to evaluate preparedness of students for jobs related to the field. The Program Coordinator and the Director of the Doctor of Clinical Exercise Physiology program will collect and track enrollment, retention, and graduation rates of all students enrolled in the program and review these numbers annually with the Department's Curriculum Committee.

Facilities (space, equipment, instructional materials)

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

Existing facilities at the University are sufficient for implementing the proposed program. Classrooms, office space, and computer resources are adequate for the program's needs. The University possesses appropriate library resources, including textbooks, journal holdings, and other 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 department plans to hire an additional clinical teaching faculty during the first year of the program. Current staff are adequate to implement and maintain the program as well as provide student support, advising, program coordination, and new student recruitment. 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 Physical Therapy Department's budget is adequate to support the program. No new state funds will be requested.

Accreditation and Licensure

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

Accreditation for the proposed program is not required to practice within professions identified within the field of clinical exercise physiology (CEP). However, the institution will seek specialized program accreditation through the Committee on Accreditation for the Exercise Sciences (CoAES), who currently reviews and provides accreditation for bachelor's and master's degree programs in CEP.

State laws, apart from Louisiana, do not offer or require CEP practitioners to be licensed or obtain private certifications. Rather, CEPs must practice under supervision of a physician and deliver billable services through their National Provider Identification (NPI) number. However, graduates

of the DCEP program will be eligible to sit for the following specialized certifications that will provide them an edge in their professional careers:

- ACSM Certified Clinical Exercise Physiologist;
- ACSM Certified Cancer Exercise Trainer;
- ACSM Certified Inclusive Fitness Trainer;
- Certified Diabetes Educator; and
- Registered Diagnostic Cardiac Sonographer.

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

University of Illinois Urbana-Champaign

Proposed Degree Title in the Region of Authorization: Master of Science in Mental Health Counseling in the Prairie Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
5	20-30	10-15

Background

The University of Illinois Urbana-Champaign (University or UIUC) is seeking authorization to offer a Master of Science (MS) in Mental health Counseling in the Prairie Region. The proposed degree will be housed within the Department of Educational Psychology in the College of Education. As such, it will complement the department's American Psychological Association (APA)-accredited doctoral program in counseling psychology, position it for APA's newly developed accreditation process for scientifically based master's level counseling programs, and draw students who may not have otherwise enrolled in a College of Education graduate program. The proposed degree is timely given the personal and professional pandemic-related stresses brought about by COVID-19 and the already-existing shortage of mental health professionals in the United States. With its three track options in mental health counseling, career counseling, and counseling and developmental sciences, the MS in Mental Health Counseling will prepare professionals to address a variety of client needs from finding a new career to seeking counseling during a mental health crisis. The core coursework will provide foundational knowledge in psychology, psychotherapy, psychopathology, research methods, and counseling, while elective courses will include options in human development and assessment. The Department of Educational Psychology will leverage existing relationships with mental health service providers in the greater Champaign-Urbana area as well as campus Career and Counseling Centers to place students for the 700-hour required practicum experience. With its focus on recruiting diverse student cohorts and delivering culturally responsive mental health services, the proposed degree aligns with strategic goals of promoting and fostering diversity.

Institutional Data

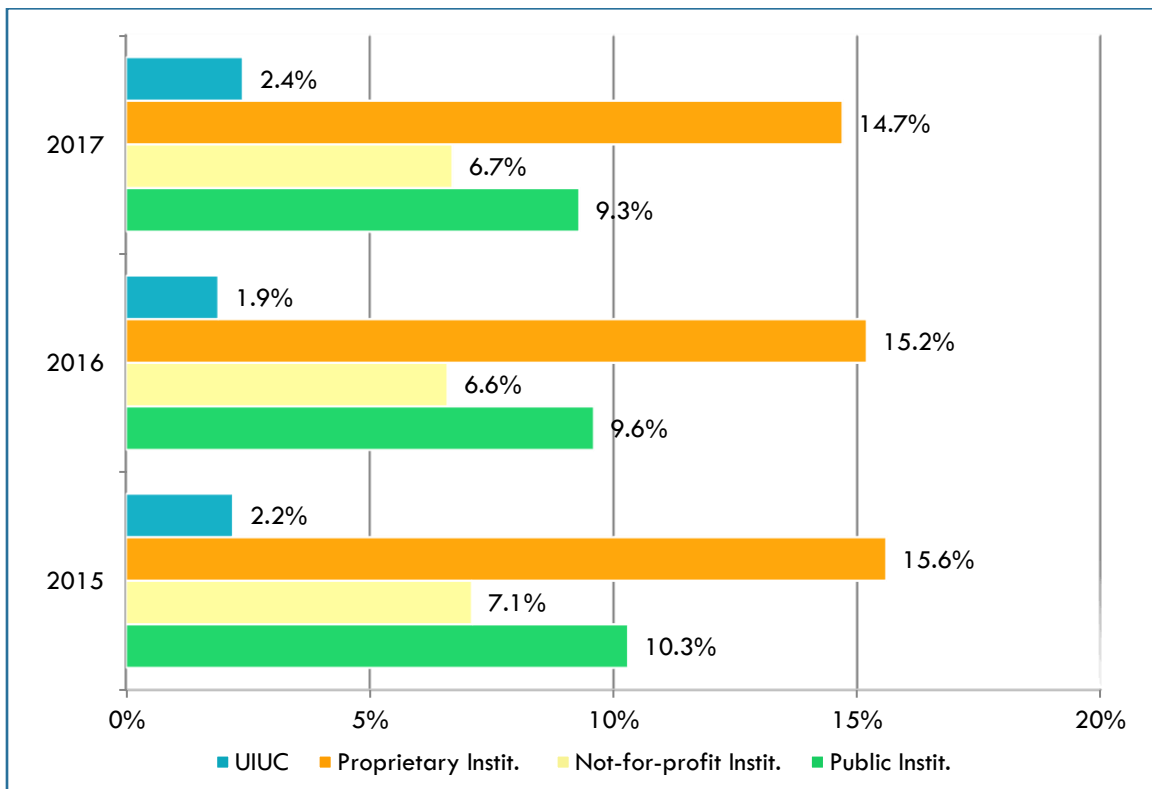
1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, 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.

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 for mental health counselors to grow at a much faster rate than the average for all occupations (3.7%). From 2019 to 2029:

- Substance abuse, behavioral disorder, and mental health counselors – 24.7 percent;
- Educational, guidance, and career counselors – eight percent; and
- Counselors, all other – 13 percent.

The conditions brought about by the COVID-19 pandemic and resulting economic recession will exacerbate already-limited access to mental health treatment in the U.S. To address this shortage, the State of Illinois has expanded coverage of telemedicine for mental health services and relaxed certain regulations of the same. Faculty within the Department of Educational Psychology have pivoted swiftly to meet the training needs of these expanded modes of telehealth service delivery.

The Illinois Public Agenda for College and Career Success

The proposed MS in Mental Health Counseling supports Goal Three, High Quality Credentials to Meet Economic Demand of the *Illinois Public Agenda* to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*. The proposed program will provide high-quality education and training in the field of mental health counseling. Graduates will contribute to the local and state economy by providing quality, empirically driven mental health interventions and by addressing the unmet mental health needs of Illinois residents (e.g., depression and anxiety) related to work absences and decreased productivity.

Comparable Programs in Illinois

Institution	Program Name	Sector
Bradley University	MA in Counseling	Private not-for-profit
Concordia University Chicago	MA in Clinical Mental Health Counseling	Private not-for-profit
Illinois Institute of Technology	MS in Mental Health Counseling	Private not-for-profit
Judson University	MA in Clinical and Mental Health Counseling	Private not-for-profit
Lewis University	MA in Clinical Mental Health Counseling	Private not-for-profit
Lincoln Christian University	MA in Counseling	Private not-for-profit
McKendree University	MA in Clinical Mental Health Counseling	Private not-for-profit
Moody Bible Institute	MA in Clinical Mental Health Counseling	Private not-for-profit
National Louis University	MA in Clinical Mental Health Counseling	Private not-for-profit

Northeastern Illinois University	MA in Clinical Mental Health Counseling	Public
Roosevelt University	MA in Clinical Mental Health Counseling	Private not-for-profit
The Chicago School of Professional Psychology	MA in Clinical Mental Health Counseling	Private not-for-profit
Wheaton College	MA in Clinical Mental Health Counseling	Private not-for-profit

UIUC's proposed program distinguishes itself from existing programs in training philosophy, size, and a research focus. Training in this program focuses on psychological science and cultural diversity across the lifespan rather than counselor education and cohorts will be kept intentionally small with face-to-face instruction and supervision.

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 bachelor's degree earned from any nationally or internationally accredited university in any discipline; and

- 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.

All applicants must submit three letters of reference, GRE scores, and transcripts from all schools where undergraduate or graduate degrees were awarded. In addition, applicants whose native language is not English must submit a minimum Test of English as a Foreign Language score for full-status admission.

Curriculum

The Master of Science in Mental Health Counseling is a 60-credit-hour curriculum that includes core and elective coursework and a required 700-hour practicum.

- Core courses in Psychology, Psychotherapy, Psychopathology, Research Methods, and Counseling – 52 credit hours;
- Developmental Courses (choose one of three – 4 credit hours):
 - Personality and Social Development
 - Adult Learning and Development
 - Early Adolescent Development
- Assessment Courses (choose one of three – 4 credit hours)
 - Intelligence Assessment and Theory
 - Personality Assessment
 - Disability Issues in Special Education
- Practicum
 - 100 hours (about 7 hours/week) in the first year
 - 600 hours (about 18 hours/week) in the second year

Assessment of Student Learning

The University of Illinois 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 practicum supervisor evaluations, job placement or advancement to doctoral programs, and professional licensure rates of graduates who do not advance to doctoral programs. All students are required to pass each course with at least a B- (certain courses require a B) and receive satisfactory annual evaluations from program faculty.

Program Assessment

The Mental Health Counseling Program will provide data on how well the program prepared graduates in each profession-wide and program-specific competency one and three years after graduation. In addition, the program will provide data on the following indices:

- Number of master's program applicants and acceptance rates;
- Retention, graduation, and time-to-degree completion rates – a rolling average every year (goal 95 percent);
- Student job placement (if appropriate) or graduate school acceptance rates (goal 100 percent); and
- Licensure rates (if an appropriate aspect of their employment).

Evaluation will also include follow-up studies of program graduates, their employers and field placement supervisors, and personnel in cooperating and associated agencies regarding their perceptions of the major aspects of the program. Continuing evaluation of the program and its outcomes will follow a formal procedure, and results of evaluations will be made available on a systematic basis to currently enrolled students, program faculty, institutional administrators, and personnel in cooperating and associated agencies.

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. Classrooms, office space, and computer resources are adequate for the program's needs. The University possesses appropriate library resources, including textbooks, journal holdings, and other 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.

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 Colleges of Education 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 American Psychological Association (APA) is currently developing an accreditation process for master's level programs in culturally responsive counseling and psychological services. UIUC's doctoral program in counseling psychology is already APA accredited, and plans are in place to seek accreditation for the proposed program when it becomes available.

Graduates from the mental health counseling and career counseling tracks will be eligible for the Illinois Licensed Professional Counselor license through the Illinois Department of Financial and Professional Regulation.

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