

**APPROVED**  
**August 14, 2024**

*Melissa Bealon*  
Board Secretary Melissa Bealon

Item #F-1  
August 14, 2024

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

Submitted for: Action.

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

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

Southern Illinois University Carbondale

- Master of Professional Accountancy in the Southern region

University of Illinois Chicago

- Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics in the Chicago 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 *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, which sets forth priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions.

**Executive Summary – Public Institutions**

Southern Illinois University Carbondale

- Master of Professional Accountancy in the Southern Region

Southern Illinois University Carbondale (SIUC or the University) is seeking authorization to offer a Master of Professional Accountancy (MPAcc) in the Southern Region. The proposed program will be offered by SIUC's School of Accountancy (SoA) in the College of Business and Analytics (COBA). The proposed degree program is designed for professionals who do not have an undergraduate degree in business. It will provide an opportunity for students to achieve greater breadth and depth in the study of accountancy that will prepare them for entry into the accounting profession in careers such as professional accountants in public practice, industry, financial institutions, government, and other not-for-profit organizations. The proposed MPAcc program will provide the foundation for students to sit for the Certified Public Accountant (CPA) Examination for professional licensure.

The proposed MPAcc program will contribute to both the mission statements of SIUC and the School of Accountancy, by providing opportunities for individuals to transform their lives and ultimately provide their communities with a necessary skill. This in turn, supports the strategic plan, *A Thriving Illinois*, from the Illinois Board of Higher Education (IBHE), through providing accessible education that contributes to addressing the emerging and changing workforce needs of the state with competitive, above-average salaries, which will help reduce equity gaps. SIUC has several programs in place for students to achieve career goals with student support.

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 libraries, technology, staff, and financial resources in place to support the program.

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

University of Illinois Chicago

- Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics in the Chicago Region

The University of Illinois Chicago (UIC or the University) is seeking authorization to offer a Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics in the Chicago Region. The proposed program provides students with a comprehensive understanding of language, including its structure and use and the role that language plays in cognition, communication, and society. Combining theories and practical applications, the program aims to equip students with the skills to analyze language, understand the sociocultural context of language usage and change, and conduct research in various linguistic domains. The program aims to develop critical thinking skills, foster cross-cultural understanding, and promote interdisciplinary approaches to the study of language. Currently, UIC undergraduate students interested in pursuing studies in linguistics have two main options: the Minor in Linguistics and the Bachelor of Science in Computer Science (CS) and Linguistics.

The overall growth of the Minor in Linguistics suggests interest in linguistics beyond its cross-training with computer science. For some students, a major would provide the opportunity to advance their studies and access more career and educational opportunities. The University has laid out an equity plan that involves closing gaps in who enrolls, persists, and completes degrees in the field. Embedded strategies exist within the proposed program's curricular and academic support framework to promote student success. Linguistics graduates can help promote multilingualism in the city, offer more capacious translation and interpretation services, and provide multilingual workers and future researchers who have the knowledge and interest to improve the quality of human experience by promoting and servicing linguistic and cultural diversity. Linguistics graduates are also able to better detect and combat misinformation in the mass media, debunk the mythology of monolingualism, and raise awareness of harmful language myths and prejudices, which typically serve as proxies for ethnic or racial prejudice. Projected job openings are expected to grow by 16.02 percent in Illinois by 2030. In May 2023, the median annual wage for all workers was \$57,090.

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 libraries, technology, staff, and financial resources in place to support the program.

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

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 Master of Professional Accountancy in the Southern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to University of Illinois Chicago authorization to grant the Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics in the*

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

## Southern Illinois University Carbondale

**Proposed Degree Title in the Region of Authorization:** Master of Professional Accountancy in the Southern Region

### *Projected Enrollments and Degrees:*

| First Year Enrollment | Fifth Year Enrollment | Degrees Awarded Fifth Year |
|-----------------------|-----------------------|----------------------------|
| 10                    | 20                    | 15                         |

## Background

Southern Illinois University Carbondale (SIUC or the University) is seeking authorization to offer a Master of Professional Accountancy (MPAcc) in the Southern Region. The proposed program will be offered by SIUC's School of Accountancy (SoA) in the College of Business and Analytics (COBA or College). The degree program is designed for professionals who do not have an undergraduate degree in business. It will provide an opportunity for students to achieve greater breadth and depth in the study of accountancy that will prepare them for entry into the accounting profession in careers such as professional accountants in public practice, industry, financial institutions, government, and other not-for-profit organizations. The proposed MPAcc program will provide the foundation for students to sit for the Certified Public Accountant (CPA) Examination for professional licensure.

The proposed MPAcc program will not only functionally prepare students for a career field with very high annual openings, 5,468 per year, as noted by the Illinois workNet, but also provide a pathway to a career with yearly median earnings at \$77,305. The proposed program is designed to allow students to enroll in foundational accounting courses with additional specialization courses to prepare to transition to the accounting profession while meeting the preparation requirements to sit for the Certified Public Accountant Examination.

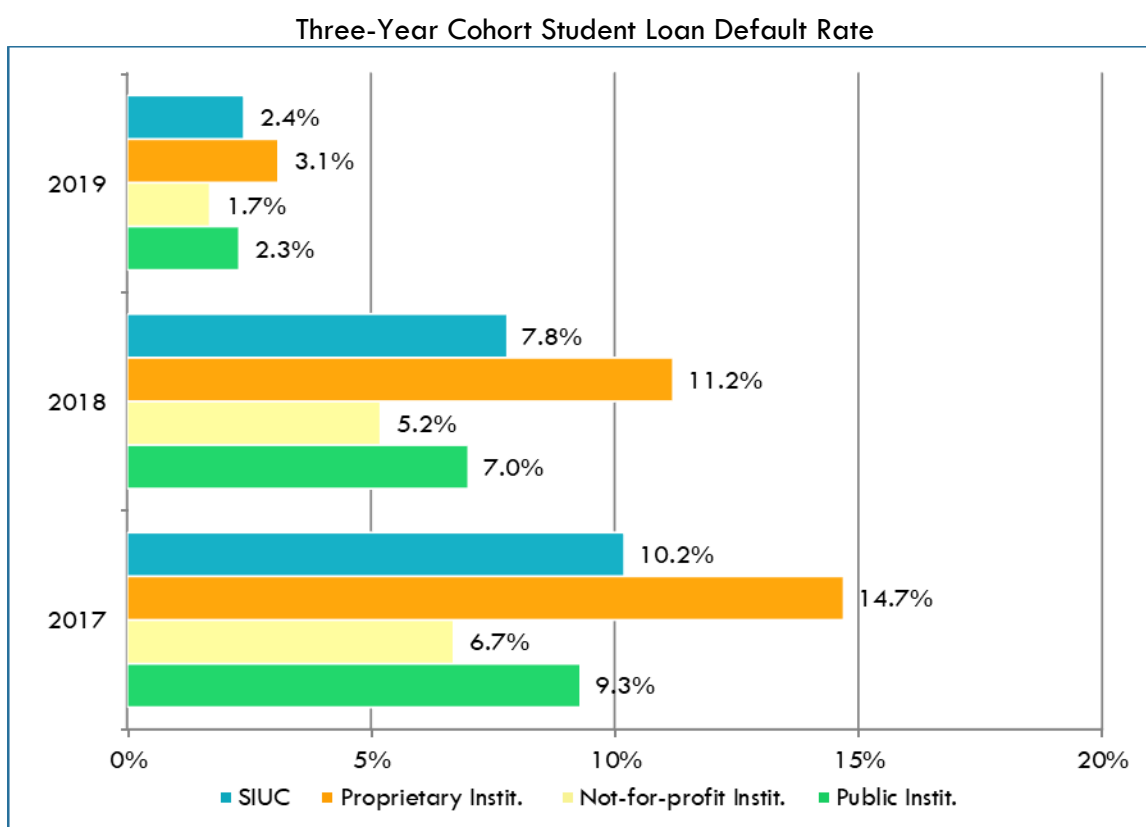
SIUC anticipates enrolling approximately ten students per year. By year five, SIUC expects to enroll 20 to 25 students per year, while graduating 15 to 20 per year. The proposed program will benefit from the student services of the University as well as the College of Business and Analytics. The program will utilize the current facilities of COBA. The SIUC strategic plan mapped objectives for Diversity, Equity, and Inclusion (DEI) which commits to dismantling systemic racism, bias, and discrimination in all forms and actively promotes fairness, justice, and equity. The strategic plan will systematically address the barriers that have historically undermined the success of traditionally underrepresented 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 Southern Illinois University Carbondale. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



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

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. 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 Loan Programs 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.

According to the Illinois CPA Society (ICPAS), one of the largest professional state CPA societies in the nation, published studies raise concerns for the pipeline of future CPAs. In 2021, ICPAS noted that a “stagnating CPA pipeline is a threat. It’s an issue that will only worsen and grow more troubling without action.” The report cited the 2019 American Institute of CPAs Trends report which showed that bachelor’s, master’s, and PhD accounting enrollments were down four percent, six percent, and 23 percent in 2018, while the number of new CPA candidates hit a ten-year low. Data collected by ICPAS found the largest barrier to becoming a CPA, as reported by accounting students, was the workload time commitment needed to study for the exam. In addition to compound issues, ICPAS found that 75 percent of working CPAs will retire within the next 15 years. This corresponds with data from the Illinois workNet Center that reported the annual employment for Accountants and Auditors is very high, as there are 5,468 openings annually. The projected ten-year growth rate of 10.6 percent from 2020 to 2030 is greater than the overall state occupational growth rate of 8.25 percent. The median annual salary is \$77,305 in Illinois. The U.S. Bureau of Labor Statistics reported that the national median pay was \$38.41 per hour, or \$79,880 annually, with a projected growth outlook of four percent, as fast as average, until 2032.

### Illinois Employment Projections, 2020-30 Accountants and Auditors (SOC Code 13-2011)

| Occupation Title                     | Employment       |                  |             | Average Annual Job Openings Due to... |                                |                |
|--------------------------------------|------------------|------------------|-------------|---------------------------------------|--------------------------------|----------------|
|                                      | 2020             | 2030             | Change (%)  | Growth                                | Replacements (transfers/exits) | Total          |
| Accountants & Auditors (SOC 13-2011) | 53,402           | 59,087           | 10.65       | 568                                   | 4,900                          | 5,468          |
| <b>All Occupations</b>               | <b>6,044,269</b> | <b>6,542,650</b> | <b>8.25</b> | <b>49,838</b>                         | <b>676,151</b>                 | <b>725,989</b> |

Source: Illinois Department of Employment Security. Long-Term Occupational Projections (2020-30).

### U.S. Employment Projections, 2022-32 Accountants and Auditors (SOC Codes 13-1)

| Occupation Title                       | 2023 Median Annual Wage | Employment, 2022   | Employment, 2032   | Employment Change (%)   |
|--|-------------------------|--------------------|--------------------|-------------------------|
| Accountants and Auditors (SOC 13-2011) | \$79,880                | 1,538,400          | 1,605,800          | 67,400 (4.4%)           |
| <b>All Occupations</b>                 | <b>\$48,060</b>         | <b>164,482,600</b> | <b>169,148,100</b> | <b>4,665,500 (2.8%)</b> |

Source: Bureau of Labor Statistics, U.S. Department of Labor. Employment Projections.

The proposed MPAcc program is requesting the National Center for Educational Statistics Classification of Instruction (CIP) code for Management Sciences and Quantitative Methods, Other, 52.1399. The code reflects a recommendation from the Association to Advance Collegiate Schools of Business International (AACSB) to classify accounting programs in this code to reflect programmatic shifts in programs to include training in information technology as well as to improve recruitment of international students. Currently, in the IBHE Program Inventory, there are seven other master's level accounting programs coded in this same CIP code, however, the structural design of SIUC's proposed program is different than most of the accounting programs in this code. The proposed MPAcc is designed to provide foundational business and accounting coursework for individuals who do not have an undergraduate degree in business. This foundational piece of the program will allow students the basis to move into the graduate-level curriculum to pursue classes that will qualify them to sit for the CPA Examination. While pursuing the CPA credential is not necessary, the program does provide the pathway for that option, which would expand career opportunities. This program is structurally comparable to programs at DePaul University, Northern Illinois University, and University of Illinois Urbana-Champaign. While these programs are similar in design, they are not easily accessible to students in the Southern Region.

The market shows that a new degree program in accountancy has a high employer demand in Illinois and throughout the nation which should have a minimal impact on existing programs within Illinois. The proposed program will be complementary to the few structurally similar programs in Illinois and would provide opportunities for graduates to pursue careers with the potential for a higher-than-average wage which would create economic stability for graduates of the program.

### **A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

The proposed Master of Professional Accountancy at Southern Illinois University Carbondale will contribute to both IBHE's Equity goal in *A Thriving Illinois*, to close the equity gaps for students who have historically been left behind, and SIUC's strategic plan, *Imagine 2030*. The proposed program is intended for non-traditional students to pursue a change in career to a thriving career field. The plan includes areas of focus for student success and engagement; diversity, equity, and inclusion; branding and partnerships; research and innovation; and sustainability. SIUC has created the Office of Vice Chancellor for Anti-Racism, Diversity, Equity and Inclusion (ADEI) whose mission is to create a workplace and community where students, faculty, and staff regardless of background, experience a sense of belonging and respect. SIUC faculty, staff, and administrators are engaged in high-impact practices focused on student support to close equity gaps. The First Saluki Center assists first-generation college students by giving students services to transition to college. The Student Multicultural Resource Center provides space dedicated to the well-being of all students. The campus has a Saluki Cares early alert system where students are provided compassionate care and empowering guidance to navigate resources.

The School of Accountancy recruits traditional Masters of Accountancy program students from its undergraduate accounting program. The SoA plans to open the recruitment process for the proposed program from other majors at SIUC. Currently, the traditional MAcc program is comprised of 22 percent diverse student populations, whereas the overall campus ethnic minority enrollment is 29.4 percent. The SoA hopes to reach students in other areas of campus to improve diversity in the proposed MPAcc program. The School of Accountancy also utilizes social media, specifically Facebook, Instagram, and LinkedIn, to reach followers who are asked to share the programs and news of SoA.



To support students in the proposed program, the MPAcc students will have access to the College of Business and Analytics' various student services departments, including the Business Placement Center (BPC) and the Academic Success Center. These services will assist MPAcc students in matriculating through academic support of the program and finding employment opportunities. Services provided by the BPC include preparing for interviews for both internships and full-time positions. The BPC also provides a Career Closet for students to access professional clothing, free of charge, for business functions. The College has its own Office of Diversity and Inclusion, while the University has a hiring freeze and is unable to professionally staff the office, it is currently staffed by students and provides educational programming, academic support services, and community connections. The SoA faculty will provide close academic support for MPAcc students through the use of discussion boards, emails, and meetings.

The Office of ADEI at the University supports *A Thriving Illinois: Goal 2, Sustainability, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. The office provides awards and scholarships to underrepresented students, management of the Diversity Faculty Fellows program, Diversifying Higher Education Faculty in Illinois, Fellowship awards to minority tenure or tenure-track faculty, and connecting faculty and students to support services across campus. The office manages many of the various financial programs to help reduce the overall cost of higher education for students who may have been previously overlooked by higher education. SoA has made efforts to increase college affordability for all students through fundraising efforts donated by its alumni. The School of Accountancy alumni are financially supportive of the efforts to support diversity in the SoA. The SoA received a pledge of \$100,000 to be utilized for recruitment programs to advance diversity efforts, including student scholarships, fee waivers to sit for the CPA Exam, CPA study materials, professional development, and other student services.

The MPAcc program will support *A Thriving Illinois: Goal 3, Growth, to increase talent and innovation to drive economic growth*, by contributing to regional and state workforce needs and increasing nontraditional students' transitioning to careers in accounting. There is a projected state and national demand for accountants and auditors. In Illinois, from 2020 to 2030, it is projected that there will be 5,468 job openings and 10.65 percent growth in the field. The national openings show a 4.4 percent growth with 67,400 positions becoming available between 2022 and 2032. Both projections outpace the overall average growth rates. In Illinois, the projected overall occupational rate is 8.25 percent, while nationally the overall growth rate is 2.8 percent. In addition to having a strong occupational outlook, accountants and auditors have an average salary of \$79,880, which is more than the national average of \$48,060. The proposed MPAcc program will support the economy of Illinois by producing well-trained and employment-ready specialized graduates who can fill the workforce pipeline in Illinois for these high-demand careers.

### **Comparable Programs in Illinois**

Southern Illinois University Carbondale's proposed Master of Professional Accountancy is an intentionally designed program, specifically structured to meet the needs of non-traditional students seeking a career change to start in accounting. While there are similar programs in the IBHE Program Inventory in the same CIP code and with accounting titles, the MPAcc is similar to master's level accounting entry programs found at DePaul University, Northern Illinois University, and University of Illinois Urbana-Champaign. Only the University of Illinois Urbana-Champaign's program is similar in structure (and CIP code) as it is designed for non-business undergraduates entering accounting field. These programs provide accounting and business concepts traditionally

covered in core undergraduate business classes at the graduate level to equip students for graduate level studies in accounting. Therefore, the proposed program at SIUC will fill a need for accountants in the Southern Region and the state.

### **Comparable Accounting Programs Enrollment and Degree Awards\***

CIP Code: 52.1399 – Management Sciences and Quantitative Methods, Other

| <b>Institution</b>                        | <b>Accounting Program Titles</b> | <b>Region</b> |
|---|----------------------------------|---------------|
| <b>Public</b>                             |                                  |               |
| Illinois State University                 | M.S. in Accountancy              | Central       |
| Northern Illinois University              | Master of Accounting Sciences    | Fox Valley    |
| Southern Illinois University Carbondale   | Master of Accounting Science     | Southern      |
| Southern Illinois University Edwardsville | M.S. in Accountancy              | Southwestern  |
| University of Illinois Urbana-Champaign   | M.S. in Accountancy              | Prairie       |
| University of Illinois Urbana-Champaign*  | Master of Accounting Science     | Prairie       |
| Western Illinois University               | Master of Accountancy            | Western       |

Source: IBHE Program Inventory

\*Similarly designed programs for non-business undergraduates entering into the accounting field.

### **Mission and Objectives**

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

The proposed program is in alignment with the overall mission of Southern Illinois University Carbondale and is consistent with the purpose, goals, objectives, and mission of the University. The mission of the Master of Professional Accountancy program will be to provide individuals who are seeking the opportunity to transition into a new accounting career an opportunity to do so. These potential students will be able to transform their lives and ultimately provide their communities with a necessary skill. The opportunity to prepare individuals for the accounting profession will be of great service to the school, college, university, community, and to the accounting profession.

### **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

Admission requirements for the proposed program will be the same as the University's graduate admission requirements, including those for international students. The holistic admissions process is a collaboration between the Graduate School and the School of Accountancy. General admission to SIUC's masters' programs requires a 2.7 grade point average on a 4.0 scale for the last two years of undergraduate coursework and an overall grade point average of 3.0 on all previous graduate courses. The proposed program will accept students on a rolling admissions basis, up to five times a year. This flexibility should allow students to start the program at convenient times rather than waiting for a traditional fall semester enrollment start. This effort supports A Thriving Illinois through its flexibility which should improve equity for access for students. This structure should help support students from diverse backgrounds, as traditional start times may not be conducive to meeting personal goals for career success.

If students do not meet the academic admission requirements, the University also provides an option for prospective students to enroll as a "nondeclared" graduate student. This allows students to take graduate level courses and once students have earned at least nine semester hours of credit, they are permitted to apply for a degree seeking program of study. This flexibility helps support access to the program and educational opportunities for non-traditional students or those who may have been overlooked by higher education previously.

## Curriculum

The proposed program requires a minimum of 36 semester credit hours consisting of 18 credits of Accounting Foundation Courses and 18 hours of specific MPAcc courses, available in person or online. The program will combine the accounting foundation courses with additional specialization courses to prepare the students to transition to the accounting profession. The courses in the MPAcc program will provide students with the requirements to become CPA-eligible. Students must complete a CPA Review capstone course for up to three credit hours to help prepare for the exam. The University has a strategic plan objective of diversifying the curriculum so that all students learn about DEI. The curriculum structure will allow for non-traditional students to access an academic path to facilitate a career change to accounting easier than traditional methods. This path will help shorten the time-to-degree for non-business undergraduates. The shortened time-to-degree could help encourage students to pursue a path in accounting which can lead to economic stability and strong employment outcomes.

## Assessment of Student Learning

Student learning outcomes (SLOs) will be assessed using direct assessment, in targeted coursework, from basic functions such as recalling and applying fundamental knowledge to effectively combining substantive knowledge and job skills in the workplace. In addition to coursework assessments, some SLOs are evaluated by the internal reviewers, the School of Accountancy Board of Advisors, who will evaluate written and oral communications. Employers will also provide feedback on some SLOs regarding workplace readiness. CPA Examination pass rates will also be reviewed to measure SLOs. The goal of each SLO is to have 85 percent of students

meet or exceed expectations and have a 100 percent graduation rate within two years of matriculation. The program does not require a thesis to demonstrate student knowledge or mastery of concepts. This will be measured through coursework and projects. The interaction with employers to provide feedback on graduates' performance in the workplace allows for the School of Accountancy to receive feedback on individual areas of SLOs. The information can be used to help improve SLOs while potentially identifying SLO strengths.

### Program Assessment

Each year, assessment data will be collected and evaluated by faculty. The faculty will review and discuss program improvements. The assessment plan will be reviewed and amended as necessary. All assessment plans will be made available to external reviewers so suggestions can be collected, and the programs improved. The School of Accountancy utilizes a full circle of program assessments, including feedback from students in the program as well as employers of graduates for continuous improvement. This cycle allows for the School of Accountancy to consider information from employers which can be used to improve the overall program. Systematic programmatic feedback and build the reputation of the program with employers regarding the skills and abilities of graduates therefore improving employment placement rates. The University also launched Unit Effectiveness Plans (UEPs) that are required for each unit on campus. These are benchmarks and assessment strategies for every initiative set, including diversity, equity, and inclusion goals. The UEPs ensure that every unit on campus is held accountable to its objectives and initiatives, and improvements are data driven.

### 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 are sufficient to implement the proposed program. The courses taught in the program currently exist within the School of Accountancy, therefore no new facility renovation or new construction to house the program is required. The current SIUC Library resources will be able to support high-quality instruction and scholarship and will be conveniently available and accessible.

### 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.*

Southern Illinois University Carbondale has 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 have the appropriate qualifications including tenured and tenure-track faculty earning a terminal degree in their discipline with a record of quality teaching, scholarship, and service. The University has incorporated DEI training into faculty on-boarding processes which provides opportunities for formal mentoring and supporting new to mid-career faculty. SIUC also provides yearly workshops for associate professors to prepare for promotion to full professor. The School of Accountancy has a diverse faculty and will continue to be intentional in maintaining its diversity.

### **Fiscal and Personnel Resources**

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

The proposed Master of Professional Accountancy program is not requesting any new state funds as current operational budgets are adequate to support the program.

### **Accreditation and Licensure**

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

The proposed program will have specialized accreditation through the Association to Advance Collegiate Schools of Business International (AACSB), which accredits the School of Accountancy and the College of Business and Analytics. The MPAcc program will automatically be a part of the AACSB accreditation and will be added to the College's next AACSB review cycle.

Students will be able to sit for the Certified Public Accountant Examination after graduating from the program. The program is designed to meet all requirements for students to be eligible to sit for the test and pass rates are utilized in continuous program improvements. While holding the CPA credential is not required to work in the field, it is encouraged to access additional career opportunities.

## **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 a description of the admission policies, university policies, tuition, fees, and curriculum will be published on the University's website.

## **Staff Conclusion**

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

## University of Illinois Chicago

**Proposed Degree Title in the Region of Authorization:** Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics in the Chicago Region

*Projected Enrollments and Degrees:*

| First Year Enrollment | Fifth Year Enrollment | Degrees Awarded Fifth Year |
|-----------------------|-----------------------|----------------------------|
| 10                    | 40                    | 15                         |

## Background

The University of Illinois Chicago (UIC or the University) is seeking authorization to offer a Bachelor of Arts in Liberal Arts and Sciences (LAS), Major in Linguistics degree in the Chicago Region. The Major in Linguistics program provides students with a comprehensive understanding of language, including its structure and use and the role that language plays in cognition, communication, and society. Combining theories and practical applications, the program aims to equip students with the skills to analyze language, understand the sociocultural context of language usage and change, and conduct research in various linguistic domains. The program also aims to develop critical thinking skills, foster cross-cultural understanding, and promote interdisciplinary approaches to the study of language.

The proposed program provides a solid foundation for further academic study in linguistics, applied linguistics, cognitive science, computational linguistics, communication studies, linguistic anthropology, speech-language pathology, or related fields at the graduate level. Bachelor of Arts in Liberal Arts and Sciences (BALAS), Major in Linguistics utilizes the pre-existing collaboration between the Department of Linguistics and the Department of Hispanic and Italian Studies, effectively streamlining students' academic pathway toward a focused pursuit of linguistics, while giving students with pre-existing proficiency in Spanish an additional venue to strengthen their interest in linguistics. Introduced in Fall 2020, the BS in Computer Science and Linguistics has grown rapidly. By September 2023, the program had 39 declared majors and another 67 students with stated intentions to declare after completing prerequisites for the program. The proposed Major in Linguistics would allow students in the Computer Science and Linguistics program to transition between programs as it meets their needs. For students who would like to transition out of the Computer Science and Linguistics degree, a linguistics major would allow them to smoothly pursue their interests without needing to start over in a new field.

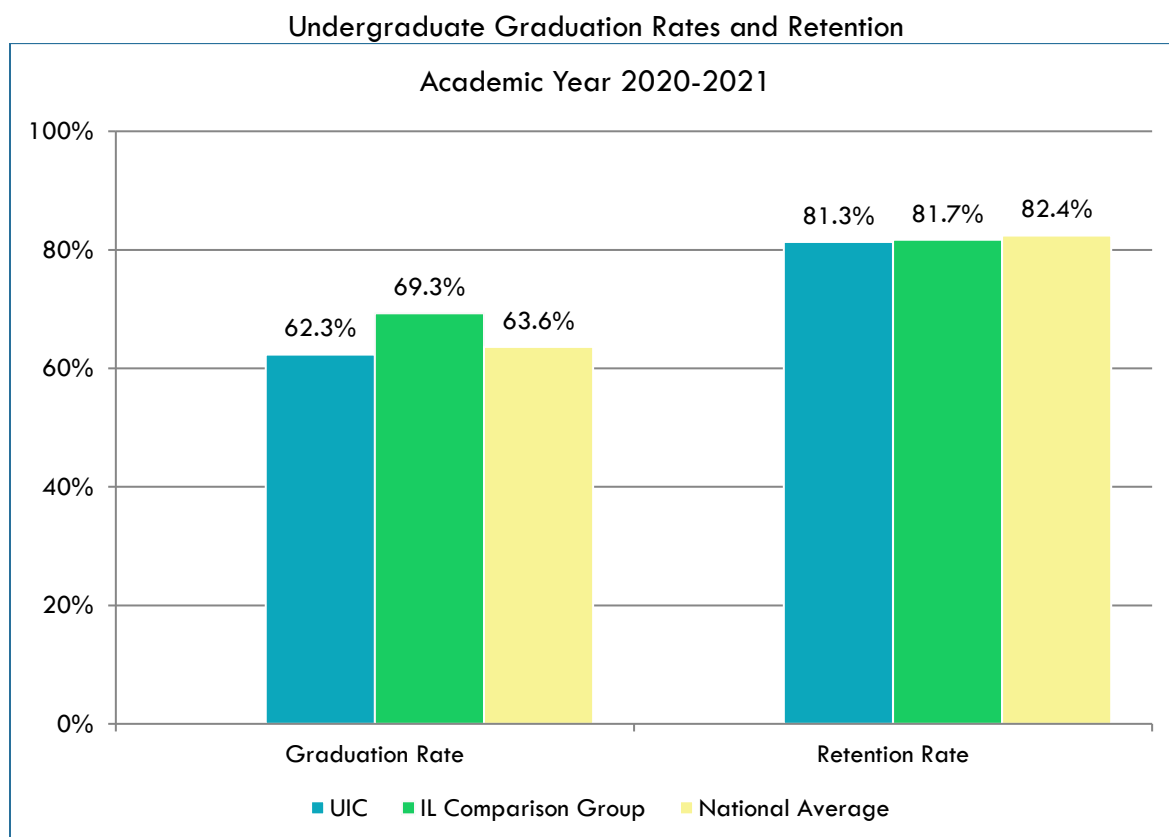
## Institutional Data

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



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

### Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is 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

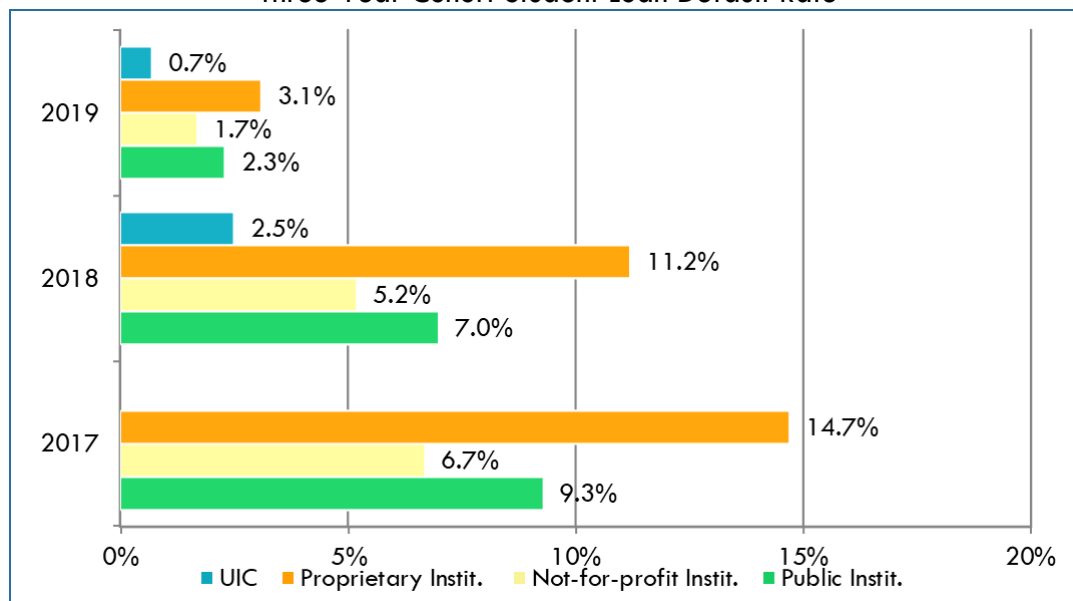
Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent

| Academic Year<br>2020-21 | University of Illinois Chicago | Comparable Illinois<br>Institutions |
|--------------------------|--------------------------------|-------------------------------------|
|                          | 24                             | 24.4                                |

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 hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate



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

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. 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 Loan Programs 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.

Career opportunities for graduates with a bachelor's degree in linguistics are diverse. According to the U.S. Bureau of Labor Statistics (BLS), employment of interpreters and translators is projected to grow four percent from 2022 to 2032 with about 3,000 job opportunities. In May 2023, the median annual wage for interpreters and translators was \$57,090. UIC's status as a Research I university and education provider for urban working-class and multilingual immigrant populations makes it uniquely situated to offer this program to its student body. Additionally, UIC caters primarily to local students, with nearly two-thirds of undergraduates coming from Cook County alone, most of whom commute to campus. The department expects that the proposed program would be a valuable opportunity for students who would have already considered UIC as the better fit for their individual needs and priorities. The Illinois Department of Employment Security (IDES) predicts career growth of 16 percent for translators and interpreters, and a 19.7 percent increase for speech-language pathologists from 2020 to 2030.

**Illinois Employment Projections, 2020-30  
Linguistics Occupations (SOC Codes 27-3091)**

| Occupation Title                           | Employment       |                  |                       | Average Annual Job Openings Due to... |                                |                |
|--|------------------|------------------|-----------------------|---------------------------------------|--------------------------------|----------------|
|  | 2020             | 2030             | Change (%)            | Growth                                | Replacements (transfer & exit) | Total          |
| Interpreters and Translators (SOC 27-3091) | 2,048            | 2,376            | 328 (16%)             | 33                                    | 207                            | 240            |
| Speech-Language Pathologists (SOC 29-1127) | 7,545            | 9,032            | 1,487 (19.7%)         | 149                                   | 490                            | 639            |
| <b>All Occupations</b>                     | <b>6,044,269</b> | <b>6,542,650</b> | <b>498,381 (8.3%)</b> | <b>49,838</b>                         | <b>676,151</b>                 | <b>725,989</b> |

Source: Illinois Department of Employment Security. Long-Term Occupational Projections (2020-30).

## A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed BALAS in Linguistics supports Goal 1, Equity, of A Thriving Illinois to close the equity gaps for students who have historically been left behind. At the undergraduate level, student enrollment in Fall 2023 included 36 percent Latino, 23 percent White, 20 percent Asian, eight percent Black, and three percent multiracial students, in addition to eight percent international students. To recruit a larger incoming cohort of Black students, the incoming first-year cohort experienced a 28 percent increase in Black student enrollment (moving from eight percent of the 2022 incoming first-year cohort to ten percent of the 2023 incoming first-year cohort); UIC has committed through its 2023 Equity Plan to increase this percentage to 13.5 percent by 2030. UIC has several strategies in place to reduce equity gaps in retention and graduation rates at the

undergraduate level. As provided in the institution's Equity Plan, one of the goals is to increase the one-year retention rate to 85 percent and eliminate retention gaps among Latino, Black, and White students with similar academic characteristics.

The Office of the Vice Provost for Academic Programs and Effectiveness (VPAPE) continues to focus campus attention on student outcomes and student success and has drawn attention to the factors contributing to the retention challenges related to the pandemic. Progress in relation to enrolling, retaining, and graduating students is monitored by the Office of Diversity, Equity and Engagement (DEE) and other administrative structures, including through the "Achieving Transparency and Accountability" component of UIC's Advancing Racial Equity initiative (ARE), Chancellor's Status Committees, accreditation processes, and dashboards maintained by the Office of Institutional Research (OIR) and VPAPE. In particular, the ARE process includes ongoing consultation by DEE with campus deans and with the Office of the Chancellor and the Office of the Provost. In addition to the OIR and VPAPE dashboards, the University has developed the Equity Dashboard Project, also facilitated by DEE, which seeks to compile institutional data and enable comparison across various student characteristics and attributes to assist in understanding where inequities exist in relation to access, achievement, inclusion, and engagement.

The proposed major will be able to attract and enroll a diverse group of students, as the department's current student populations closely mirror the diversity profiles of the undergraduate student population at UIC as a designated Minority-Serving Institution, a Hispanic-Serving Institution, and an Asian American and Native American Pacific Islander-Serving Institution. Students of color are supported through the creation of programs that promote a sense of belonging. Students are provided with information about the diverse cultural centers on campus, and the department itself hosts various events featuring speakers whose backgrounds and research resonate with students of color. For example, the department has recently organized a Linguistics for Social Justice colloquia series, featuring speakers such as Dr. Korinta Maldonado, co-Director of Native American and Indigenous Languages Lab at the University of Illinois Urbana-Champaign. UIC Career Services supports all students and alumni, but some may receive support through one of four college-based career offices. Similarly, the newly created Office of Student Success and Belonging offers campuswide academic support through 12 offices and programs, providing tutoring, coaching, and culturally relevant programming, but some colleges also have their own learning centers and support programs, while certain College of Liberal Arts and Sciences programs serve undergraduates across the colleges (e.g., the First-Year Writing Program, the Writing Center, the Math and Science Learning Center, or the Language and Culture Learning Center).

The proposed program will contribute to Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. UIC makes available to qualifying students a range of financial aid resources, especially for low-income students. This includes potential access to federal, state, and institutional grants; scholarships; Stafford, PLUS, and campus-based loans; waivers; student employment; stipends associated with certain student success programs; and emergency grants. Among the specific scholarships available to UIC undergraduates are the President's Award Program (PAP), the PAP Honors Scholars Program, the PAP STEM Initiative, Chancellor's Fellows, Chancellor's Laureates Award, merit tuition awards, state teaching programs (i.e., Golden Apple Scholars of Illinois and the Minority Teacher of Illinois Scholarship Program), and other scholarships administered at the college, school, or department level. Among the specific grants available are Monetary Award Program (MAP) grants, Pell Grants, Federal Supplemental Educational

Opportunity Grants, TEACH Grants, UIC Opportunity Grants, UIC Completion Grants, UIC Housing Assistance Grants, Tuition Awards, and the Student-to-Student Grant.

UIC provides need-based financial aid to low-income students, which means that most undergraduates receive some aid. The Department of Linguistics is committed to reducing structural barriers that prevent access to higher education, including financial barriers. The department will work with the LAS advising team to support transfer students and low-income students, including actively sharing scholarship opportunities with students and creating undergraduate employment opportunities for Pell Grant-eligible students. All faculty make conscious efforts to adopt open-access textbooks, as well as in-house course packets free of charge to students based on resources from the UIC Library, including a wide range of database subscriptions. To support students who are struggling, the department's Student Service and Outreach Committee meets regularly to review challenges and formulate success plans for students. The department collaborates with the advising team and the Dean of Students to create and implement success plans. The department fund-raises to create a needs-based departmental emergency financial aid program.

The proposed program will also contribute to Goal 3, *Growth, to increase talent and innovation to drive economic growth*. The proposed program is designed to equip undergraduate students with a top-quality linguistic education that is both affordable and accessible. The program will prepare students to embark on careers that contribute significantly to a multilingual Illinois, removing language barriers and ensuring access to information, education, and public services. Graduates will be encouraged to remain in Illinois, as their linguistics education directly correlates with public services that support linguistic diversity; thereby increasing the talent pool of qualified individuals to serve in Illinois communities. The demand for language services continues to grow in Illinois due to its multicultural population. The State of Illinois places a strong emphasis on multilingual education, recognizing the value of linguistic diversity in its schools. Governmental agencies and public service institutions in Illinois often require linguistic expertise to effectively communicate with diverse populations, support immigrant and minority populations, and preserve indigenous languages.

### **Comparable Programs in Illinois**

Currently, there are four independent Illinois institutions and two public institutions that offer a bachelor's degree in linguistics. Specifically in the Chicago region, there is one independent institution (University of Chicago) and no public institutions that offer a bachelor's degree in linguistics. UIC's proposed BALAS, Major in Linguistics requires students to take a similar regimen of core courses that lays a foundation in the discipline, while additional coursework offers valuable skill sets and meets the unique population needs of UIC students. The proposed program will enrich diverse students in the State of Illinois, particularly in the Greater Chicago area, who want to pursue a focused study in linguistics that aligns with their life conditions and career ambitions.

**Comparable Programs**  
**Degrees Granted, Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics**

| <b>Institution</b>                      | <b>Degree</b>             | <b>Region</b>  |
|---|---------------------------|----------------|
| Benedictine University                  | B.A. in Linguistics       | West Suburban  |
| Northwestern University                 | B.A. in Linguistics       | North Suburban |
| Southern Illinois University Carbondale | B.A. in Linguistics       | Southern       |
| University of Chicago                   | B.A. in Linguistics       | Chicago        |
| University of Illinois Urbana-Champaign | B.A.L.A.S. in Linguistics | Prairie        |

*Source: IBHE Program Inventory*

### **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 in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the University. The BA in Liberal Arts and Sciences, Major Linguistic program will advance the mission of UIC's Great Cities Commitment and UIC by helping to address the challenges and opportunities facing Chicago and all Great Cities of the 21st century. Linguistics graduates can help promote multilingualism in the city, offer more capacious translation and interpretation services, and provide multilingual workers and future researchers who have the knowledge and interest to improve the quality of human experience by promoting and servicing linguistic and cultural diversity. Linguistics graduates are also able to better detect and combat misinformation in the mass media, debunk the mythology of monolingualism, and raise awareness of harmful language myths and prejudices, which typically serve as proxies for ethnic or racial prejudice.

### **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

Program applicants must complete the UIC application process and meet the minimum admission requirements for the University of Illinois Chicago as outlined for first-year and transfer students. For first-year applicants, UIC considers the following items for admission decisions: completion of high school courses (including grade trends and rigor of coursework), grade point average (GPA), SAT/ACT scores (optional), and an academic personal statement. For transfer applicants, UIC considers the following items for admission decisions: has completed any amount of college credit after high school graduation and does not meet the definition of a first-year applicant or a readmission applicant. UIC has several strategies in place to reduce equity gaps in retention and graduation rates at the undergraduate level. The goals of increasing the one-year retention rate to 85 percent and eliminating retention gaps among Latinx, Black, and White students with similar academic characteristics demonstrate how the institution will continue to engage with potential applicants. UIC provides need-based financial aid to low-income students, which means that most undergraduates will receive some aid to support retention efforts.

## Curriculum

The proposed program requires a minimum of 120 credit hours for completion and consists of general education/core curriculum courses, a sequence of courses electing an area of focus, and then a capstone experience. Students in the BA in Liberal Arts and Sciences, Major in Linguistics will take at least 27 credit hours of coursework. At least nine of the 12 elective credit hours must be taken at the 300-level or above, of which at least six credit hours must come from linguistic coursework. The structure of the proposed program is designed to align with the BS in Computer Sciences and Linguistics, with similar electives. The directive about major electives at the 300 level and above matches a caveat already in place for the BS in Computer Science and Linguistics. The Department of Linguistics has strengths in semantics and pragmatics, second language pragmatics, syntax, discourse processing, computational linguistics, sociolinguistics, psycholinguistics, second language acquisition, computer-assisted language learning, and second language curriculum development. The Department of Hispanic and Italian Studies boasts a particular strength in core areas of syntax, semantics, phonetics and phonology, heritage language education, and second and third language acquisition with a focus on Hispanic Linguistics. The curriculum will prepare students for careers that contribute significantly to a multilingual Illinois, removing language barriers and ensuring access to information, education, and public services. A linguistics education directly correlates with public services that support linguistic diversity; thereby, increasing the talent pool of qualified individuals to serve in Illinois communities.

## Assessment of Student Learning

Instructors of record and the Department of Linguistics Academic Affairs Committee (AAC) review student performance based on the assignments produced and students' overall progression for the semester to identify curricular areas in need of improvement. Summative data include, for example, formally assessed assignments, grade distribution, and course evaluations; formative data include, for example, annual surveys of student satisfaction and progression to degree, focus group interviews, faculty meetings, class observations, and student drop-in hours. Review of the assessment results will be ongoing and will continually respond to various performance data. The AAC will also rigorously participate in the three-year new program review and the IBHE eight-year review.

## Program Assessment

Student learning outcomes will be assessed using direct assessment of student learning outcomes, mapped out in the Student Learning Objectives plan in targeted coursework focused on the core and capstone courses across the linguistic major. The end-of-program assessment will be for faculty to facilitate focus group interviews, where facilitators will ask students which projects they enjoyed doing the most and why, how well they have been prepared for the job market or graduate school applications, what values they received from completing the program and course projects, how well the students felt they achieved the goals of the projects, and how the projects augmented their preparedness for the job market or applications for advanced studies. Student evaluations for each course are also reviewed to incorporate students' feedback in curriculum 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.*

The current facilities are adequate to support the program and no facility renovations or new construction to house the program is required. Linguistic faculty participating in the program direct and administer a total of four laboratories in Computational Linguistics and Hispanic linguistics, including the Language, Computation and Cognition lab, Cognition of Second Language Acquisition lab, Multilingual Phonology lab, and the Bilingualism Research lab. Faculty affiliated with the linguistics side of the program are housed on the 15th, 16th, and 17th floors of University Hall.

## 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.*



UIC 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 including earning a terminal degree in their discipline with a record of quality teaching, scholarship, and service. A total of ten tenured and tenure-track faculty members in linguistics and Hispanic linguistics, along with non-tenure track and visiting faculty, will be teaching the degree program's curriculum in a typical year. Annual peer teaching evaluations will be conducted for all faculty who teach in the degree program according to their respective college's bylaws regarding the process for peer teaching evaluations. Teaching and course evaluations will be among the materials assessed by the Department of Linguistics' Academic Affairs Committee overseeing the development of the Major in Linguistics. The Department of Linguistics will work with staff members from the School of Literatures, Cultural Studies, and Linguistics.

UIC has invested in faculty hiring initiatives that are having a direct impact. The primary programs include the Bridge to Faculty program for recruiting underrepresented postdoctoral scholars with the goal of their transitioning to a tenure-track faculty position after two years, particularly in departments with low or no presence of underrepresented faculty in their field, and the Target of Opportunity Program (TOP) for hiring senior scholars to diversify faculty. TOP has led to 22 hires across several colleges.

### **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 BA in Liberal Arts and Sciences, Major in Linguistics program will not require an investment of resources or a change in planned course offerings by the department, as the courses needed are already offered to support existing programs.

### **Accreditation and Licensure**

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

There is no specialized accreditation or licensure 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 a description of the admission policies, university policies, tuition, fees, and curriculum will be published on the University's website.

### **Staff Conclusion**

The staff concludes that the Bachelor of Arts in Liberal Arts and Sciences, Major in Linguistics 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.