

APPROVED
January 22, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #F-2
January 22, 2025

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

Submitted for: Action.

Summary: This item requests approval of one program, at one public university.

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

Eastern Illinois University

- Bachelor of Science in Computer Engineering 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 *A Thriving Illinois: Higher Education Pathways to Equity, Sustainability, and Growth*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions.

Executive Summary – Public Institutions

Eastern Illinois University

- Bachelor of Science in Computer Engineering

Eastern Illinois University (EIU or the University) requests authorization to offer a Bachelor of Science (BS) in Computer Engineering in the Prairie Region. EIU is seeking to create the proposed program to provide additional pathways for students to pursue a high-demand career field which complements existing programs in electrical engineering and computer science. The proposed BS in Computer Engineering will utilize the established resources of the University while providing students an option to earn an engineering degree in a small, personalized setting. The proposed program requires 120 credit hours comprised of 88-89 hours of engineering major courses, a senior seminar course, and 30 hours of general education courses. The program will prepare students to apply mathematical and scientific principles to the design, development, and operational evaluation of computer hardware and software systems. Graduates will be equipped to analyze specific problems of computer applications. The program will be housed in the College of Liberal Arts and Sciences and utilize existing laboratory stations and resources.

The University has proposed an equity plan that involves closing gaps in enrollment, persistence and completion of degrees in the computer science field. Embedded strategies exist within the proposed program's curricular and academic support framework to promote student success. Programs and offices across campus are designed to reduce barriers and intentionally connect students with resources and experiences necessary to thrive at EIU. These programs are designed to facilitate successful student engagement and retention through mentoring, community building, advising, supplemental instruction and academic support. EIU offers high-impact practices to support student retention and success.

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 to support the program.

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

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the Bachelor of Science in Computer Engineering 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.

Eastern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Science in Computer Engineering in the Prairie Region.

Projected Enrollment and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
10	50	10

Background

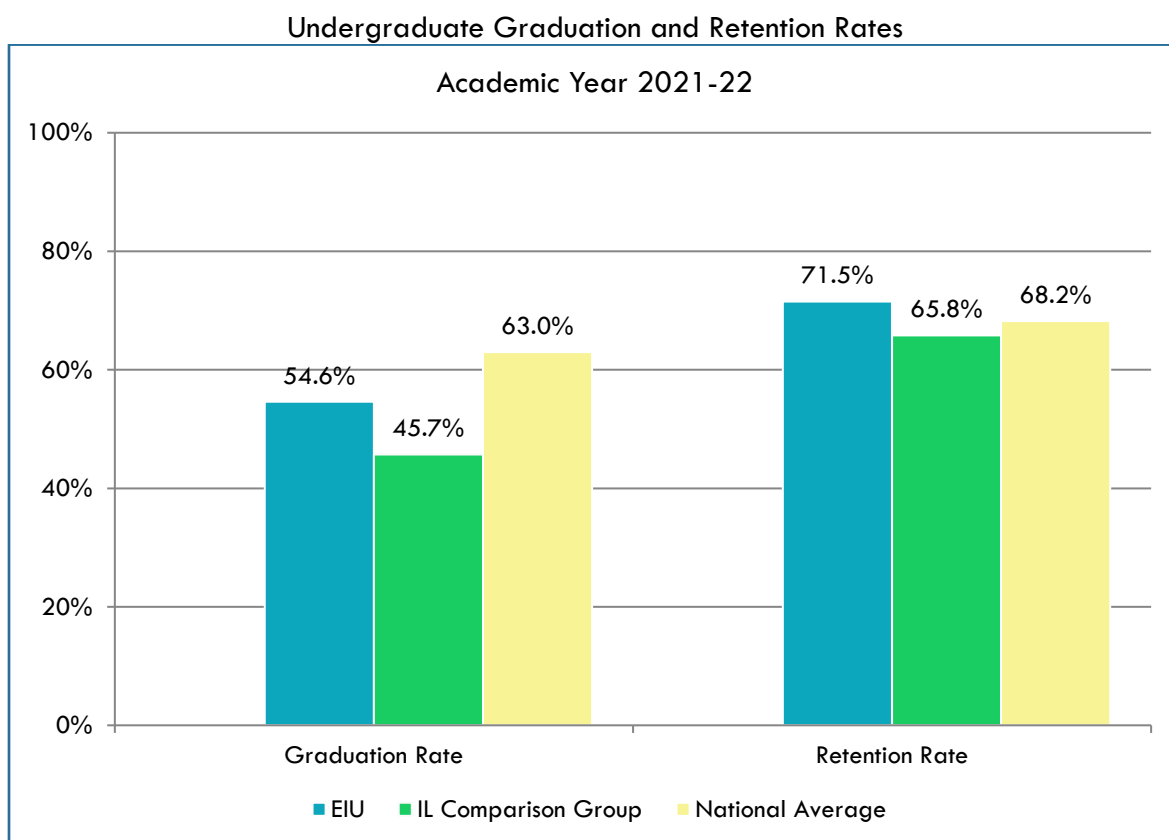
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Institutional Data

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 Eastern Illinois University. 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: Eastern Illinois University is in the four-year, inclusive 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

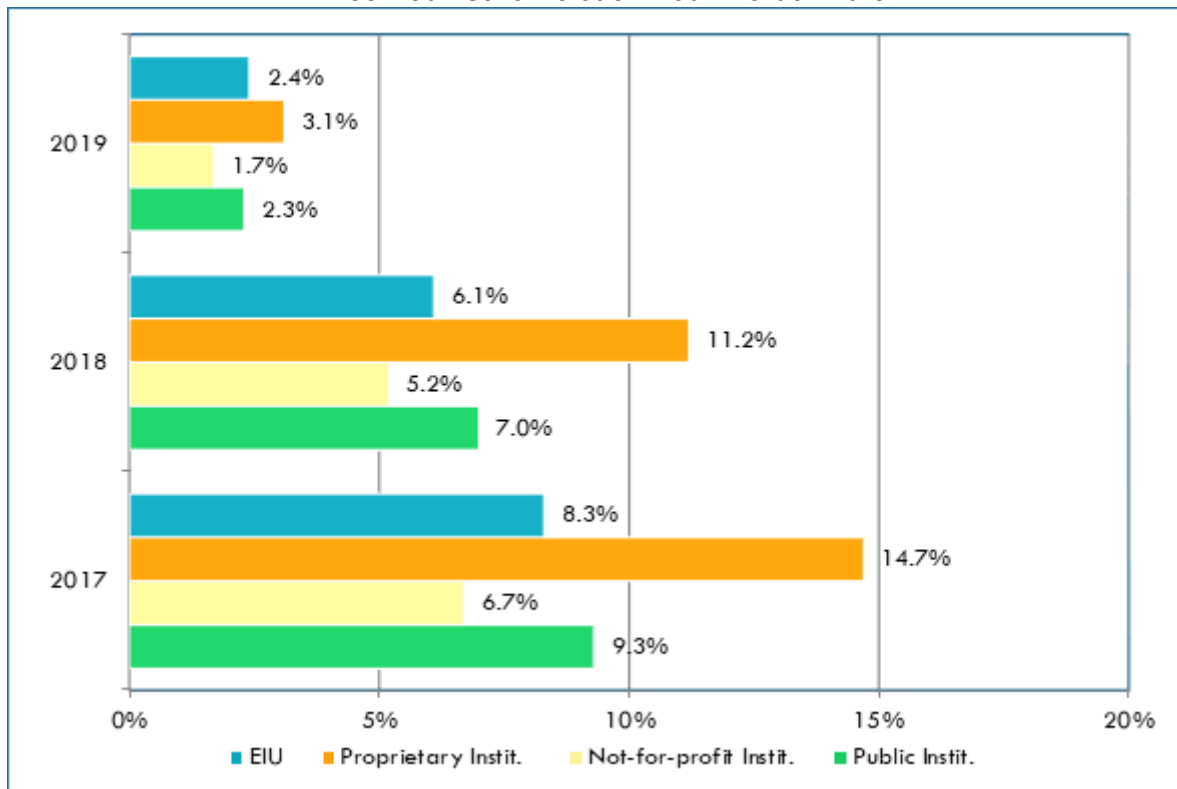
Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent

Academic Year 2021-22	Eastern Illinois University	Comparable Illinois Institutions
	23	31.9

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 years 2020 and 2021.

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.

Computer engineers may find employment in a variety of career roles related to the computer field. The U.S. Bureau of Labor Statistics reports a “faster than average” job outlook in 2023-2033 for career fields for graduates from a BS in Computer Engineering program, including computer hardware engineers, software developers, and quality assurance analysts. Average annual salaries range from \$108,460 to \$147,770, much higher than the annual mean wage of \$65,470. Data from the Illinois Department of Employment Security projects a mostly positive job outlook, faster than most occupations in Illinois, as noted in the table below.

Illinois Employment Projections, 2022-2032 For Selected Occupational Codes						
Occupation Title	Employment			Average Annual Job Openings Due to...		
	2022	2032	Change (%)	Growth	Replacements (transfers & exits)	Total
Computer Systems Analysts (SOC 15-1211)	21,497	22,432	4.35	94	1,280	1,374
Database Administrators (SOC 15-1242)	5,162	5,344	3.53	18	302	320
Computer Programmers (SOC 15-1251)	2,464	2,116	-14.12	-35	138	103
Software Developers (SOC 15-1252)	58,810	70,388	19.69	1,158	3,419	4,577
Web Developers (SOC 15-1254)	3,706	4,182	12.84	48	243	291
Computer Hardware Engineers (SOC 17-2061)	878	899	2.39	2	47	49
All Occupations	6,369,370	6,538,492	2.66	16,912	691,808	708,720

Source: Illinois Department of Employment Security

EIU serves a diverse student body in its established computer science and electrical engineering programs. This trend is expected to extend to the proposed BS in Computer Engineering. The workforce has a high demand for graduates from the proposed field. By serving a diverse population combined with a strong job placement outcome leading to competitive salaries, EIU continues to meet the mission of the institution as well as aligning with *A Thriving Illinois*.

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

The proposed BS in Computer Engineering supports Goal 1, Equity of *A Thriving Illinois* to *close the equity gaps for students who have historically been left behind*. In the fall of 2023, EIU had a first-time, full-time cohort where 45.68 percent of the student cohort identified as non-White. Across the University, the campus demonstrated a diverse socioeconomic status including a 46 percent Pell-eligible population. EIU has shown dedication to recruiting diverse student populations and improving equality through a focus on student success interventions.

Like most institutions, EIU monitors retention and graduation rates and is committed to improving Key Performance Indicators (KPIs) to improve success outcomes by various disaggregated factors including student type, socioeconomic status, and demographic populations. These efforts not only help the overall campus but also improve equity for those previously overlooked by higher education. KPIs are reviewed and assessed each year by the Committee on Retention Efforts (CORE) as well as internal and external stakeholders. CORE is intentionally composed of a cross section of campus leaders to infuse student success measures and solutions across campus. Projects to improve communication across campus and student success rates include the launch of Tableau dashboards to allow for data visualizations, high-level, multi-year trends, and large-scale analysis with the flexibility to review data at the student level. The platform allows the institution to see and view trends in areas such as D,W,F grade rates which allows for trend reviews for policy decisions and intervention strategies. The University also participates in the National Survey of Student Engagement every three years to assess the effect of high-impact practices on student success in comparison to institutional peers. In the 2017-2018 academic year, the Division of Academic Affairs initiated a student success taskforce. The committee made a range of recommendations from policy changes, practice updates, and structured improvements, which have been addressed. Suggestions included adopting an early alert system for at-risk students, streamlining a one-stop student services website, a reconfiguration of the Academic Support Center, and re-visioning the Office of Minority Affairs as the Office of Belonging, Access, and Engagement. These recommendations were set forth with the goal of enhancing a focus on high-impact student success practices.

Diversity and equity efforts have extended from leadership and are founded in the University's best practices. EIU's President's Council on Diversity serves as a coordinating and critical resource for campus programming, problem-solving, and innovation. The Council is supported by the faculty-led Making Excellence Inclusive (MEI) project that focuses on pedagogy and curriculum that extends from the national program led by the American Association of Colleges and Universities. MEI is a visible advocate for student success and coordinates First Generation Study Day programming, having launched and hosted an annual fall campus conference known as "Together We Rise: Reaching Inclusivity for Student Excellence." The conference's primary audience includes faculty, advisors, and professional staff at EIU. As such, MEI serves as a critical faculty resource for the entire community. The conference complements the annual student-organized EIU Unity Conference that occurs each spring in partnership with the Office of Inclusion and Academic Engagement. Inclusive efforts across the campus are championing and building equity for all members of the campus community.

The proposed program will contribute to Goal 2, Sustainability, of *A Thriving Illinois*, 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*. Eastern Illinois University's historical value proposition provides Illinois residents with a high-quality education at an affordable price. For that reason, EIU continues to have the lowest cost of attendance of all four-year public institutions and has

specifically developed scholarship programs that simultaneously support academic excellence and access. In addition, EIU has created online resources to support applicants of color. For example, the Scholarship Office created a web resource for traditionally overlooked applicants that aggregates outside scholarship resources for minority students, veterans, and children of veterans. The proposed program will be offered at the standard tuition and fee rate, rather than at a differential rate, thus making the program more accessible and affordable for students. It will also utilize student financial aid programs from state and federal government sources.

EIU recently expanded its EIU Promise Scholarship program, which eliminates the remaining costs of tuition and required fees for students with an annual income under \$80,000 for Illinois residents. This program aims to make college more affordable and accessible for students, especially prospective first-time and transfer students from Illinois. As part of the AIM HIGH Grant program from the Illinois Student Assistance Commission, the EIU Promise Scholarship program expansion increased the adjusted income threshold for participation from \$66,000 to \$80,000, excluding assets. This exclusion of assets makes the program more inclusive as it removes an inherent penalty against students and families with assets needed for business operations such as farming and small businesses.

The proposed program will also contribute to Goal 3, Growth, of *A Thriving Illinois*, to *increase talent and innovation to drive economic growth*. Through offering a pathway to careers in computer engineering, EIU is helping its graduates find opportunities to secure a financially viable future. The career outlook for computer engineering is promising as there are many related career occupations graduates may pursue. Many of these careers may be tied to the up-and-coming semiconductor industry. These careers and training are critical since the state has strategically targeted the semiconductor industry as a focal point of the Innovate Illinois initiative. Innovate Illinois is a program to strengthen the state's long-term economic vitality through development of manufacturing and training in technology sectors, including semiconductors. While the proposed program is not directly related to this initiative, approval of the BS in Computer Engineering program can help support the effort. Graduates of the program may pursue careers as semiconductors and other electronic component manufacturing, scientific research and development services occupations which will create a robust Illinois workforce pipeline.

Comparable Programs in Illinois

There are 11 undergraduate computer engineering programs throughout the state, with most programs skewing toward the Northern and Southern parts of the state. The University of Illinois Urbana-Champaign (UIUC) is the only program located in the Prairie Region with enrollment of 1,397 students during fall 2023. The scale of UIUC's program differs from the proposed program with EIU estimating a fifth-year enrollment of 50 students. EIU's smaller program should not impact UIUC. EIU will provide an opportunity for students who would perform better in a smaller, more-personalized environment to be successful.

Institution Name	Program Name	Region(s)
Independent, Not-for-Profit		
Bradley University	B.S. in Electrical Engineering Computer Option	Central
Illinois Institute of Technology	B.S. in Computer Engineering	West Suburban, Chicago
Lewis University	B.S. in Computer Engineering	South Metropolitan
Loyola University of Chicago	B.S. in Computer Engineering	Chicago
North Central College	B.S. in Computer Engineering	West Suburban
North Park University	B.S. in Mechanical Engineering	Chicago
Northwestern University	B.S. in Computer Engineering	North Suburban
Public Universities		
Southern Illinois University Carbondale	B.S. in Computer Engineering	Southern
Southern Illinois University Edwardsville	B.S. in Computer Engineering	Southwestern
University of Illinois Chicago	B.S. in Computer Engineering	West Suburban, Chicago
University of Illinois Urbana-Champaign	B.S. in Computer Engineering	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 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

Students interested in pursuing the proposed B.S. in Computer Engineering program will be required to meet the minimum requirements for admission to Eastern Illinois University. The University provides equitable access to its programs by providing various pathways for admission, including a test score optional route for freshman admission.

Option One:

- At least a 2.8 minimum GPA on a 4.0 scale in high school
- Completion of the "High School Preparation" college-preparatory course sequence
 - English – four years
 - Mathematics – three years, including, algebra, geometry, advanced mathematics, or computer programming
 - Science – three years of natural sciences with laboratory experiences
 - Social Studies – three years, including United States history and/or government
 - Electives – two years of academic or vocational electives

Option Two:

- At least a 2.5 GPA on a 4.0 scale in high school
- SAT or ACT test minimum score
 - Electives – two years of academic or vocational electives
 - SAT total score of 960 or above
 - ACT composite score of 18 or higher

Students who do not meet these metrics for freshman admission may submit additional contextual support for their application materials through a personal statement and a letter of recommendation from an academic professional.

Transfer applicants are considered when they have completed 24 or more college-level credit hours. They will be admitted if they have a cumulative GPA of 2.0 on a 4.0 scale for all college-level work attempted as well as a cumulative GPA of 2.0 on a 4.0 scale from the last institution attended. For applicants who do not have 24 college level credit hours completed, they will need to meet the freshman admission criteria and have at least a 2.0 GPA for all work attempted as well as a cumulative 2.0 GPA from the last institution attended.

Curriculum

The proposed curriculum requires 120 credit hours comprised of 88 to 89 hours of engineering major courses, a senior seminar course, and 30 hours of general education courses. The engineering courses are offered in a face-to-face format with many courses from the electrical engineering program. The program provides a strong foundation in engineering, building from its traditional engineering curriculum structure and including computer science courses. While professional licensure is not required for employment, the University will seek specialized

accreditation through the Accreditation Board of Engineering and Technology (ABET). The curriculum meets the standards outlined for ABET computer science programs.

Assessment of Student Learning

Course and student outcomes are directly and quantitatively measured in courses each term. Each lecture course in the program will administer mid-term and final exams to evaluate if student learning objectives have been met. The introductory-level courses and senior design courses will be used as the main sources for the comprehensive assessment of student learning from the earliest to the last stages within the curriculum. These will be compared with the program learning objectives and outcomes as benchmarked. The accumulation and application of knowledge gained during the program will be assessed through the senior project. Benchmark measurements including design principles, report quality, and presentation will all be assessed. The student learning objective assessment data will be collected annually by faculty in the specified courses as well as gathered from internship site supervisors to determine if the expectations and experiences have been met.

Program Assessment

Assessment data for the proposed BS in Computer Engineering program will be collected every other year and a report will be prepared by the Computer Engineering assessment committee. In addition to collectively reviewing student learning outcomes and goals at the aggregate level, the committee will solicit employers and internship supervisors for feedback. This information will help the committee identify learning challenges experienced by students and note program improvement opportunities. Exit interviews will be conducted with graduates and an additional survey of alumni will collect program satisfaction rates. Job placement and salary rates will be collected upon graduation and comparisons to national averages will be measured.

Every report generated will be presented to the Associate Dean and the Dean of the College of Liberal Arts and Sciences for review and feedback. Every other report submission will be reviewed by the Assistant Vice President for Academic Affairs in the Office of Academic Affairs for feedback. The reports will be shared, reviewed, and discussed with all faculty in the department for overall program improvement. The report cycle will drive program goal tracking and 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 University will use existing facilities, equipment, and instructional technologies for the proposed BS in Computer Engineering program. The proposed program will utilize the equipment from the Computer Science and Physics laboratories. The University has dedicated campus space to support the facility needs of the proposed program. EIU does not need any additional financial resources for this program.

EIU's Booth Library has more than one million cataloged volumes to support the University. Eastern Illinois University participates in I-Share, the statewide network of 91 Illinois academic and research libraries, and has access to SpringerLink, which gives students access to more than 350 computer engineering books and more than 100 conference proceedings. The University's Booth Library has electronic resources and on-site holdings sufficient to support computer engineering education.

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 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. The Bachelor of Science in Computer Engineering will reside in the Department of Mathematics and Computer Science in the College of Liberal Arts. The department is led by a full-time department chair who works in collaboration with the associate dean and dean of the College, who report to the University provost.

In 2019, the University initiated a Higher Learning Commission Quality Initiative (QI) that resulted in the formulation of a campus-wide plan entitled, "Diversifying Eastern Faculty and Staff for Student Success." EIU conducted a campus climate study survey and updated critical internal governing policies by redefining the role, structure, and makeup of the search committee for faculty, administrative, and professional searches. Over the next few years, EIU will closely monitor hiring and retention across all demographic groups with the articulated goal of increasing diversity across all employee groups and creating a campus community that reflects the demography of the University's student community. Also, the Office of Academic Affairs launched employee affinity groups to create new opportunities for employees to connect and interact.

The University's Office of Civil Rights and Diversity provides oversight for all non-civil service searches to ensure compliance with state and federal guidelines as well as internal policies. The Office of Civil Rights and Diversity also provides search committee training and assistance with advertising and marketing to ensure the process is inclusive and advances institutional goals around diversifying the campus.

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. Faculty loads and other resources will be adjusted to meet the program's needs where appropriate.

Accreditation and Licensure

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

The proposed program will not require a licensure or certification. However, EIU will pursue specialized accreditation through the Accreditation Board of Engineering and Technology (ABET).

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 Bachelor of Science in Computer Engineering will be published on the University's website.

Staff Conclusion

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