

APPROVED
August 13, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #D-1
August 13, 2025

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

Submitted for: Action.

Summary: This item requests approval of two degree programs and one administrative unit at two public universities.

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

University of Illinois Chicago

- Department of Population Oral Health in the Chicago Region
- Master of Science in Analytics and Artificial Intelligence in Business in the Chicago Region

University of Illinois Urbana-Champaign

- Master of Veterinary Science in Applied Veterinary Sciences 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 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

University of Illinois Chicago

- Department of Population Oral Health in the Chicago Region

The University of Illinois Chicago (UIC or the University) requests authorization to establish the Department of Population Oral Health (the Department) within the College of Dentistry (the College) in the Chicago region. The College of Dentistry established the Division of Prevention and Public Health (the Division) in 2004 and developed the community-based service-learning program. At that time, the College admitted approximately 60 students per year to the Doctor of Dental Surgery (DDS) and the Division consisted of two faculty members. The Division is now responsible for the Doctor of Dental Medicine (DMD) curriculum content in dental public health, clinical prevention, evidence-based dental practice, and interprofessional education while overseeing the joint Doctor of Dental Medicine and Master of Public Health (MPH) program. The collaborative program conducts research in dental public health and oral epidemiology. The Division directs all community-based service learning, which occurs across all four years, in the DMD curriculum.

Currently, the Division has five full-time faculty members, one part-time faculty member, and a network of over 90 adjunct faculty who are appointed in the College's Department of Pediatric Dentistry, despite not being pediatric dentists. The Division is directed by the Associate Dean for Prevention and Public Health Sciences who reports to the Dean of the College of Dentistry. The Associate Dean oversees the Division's faculty, staff, and budget. However, the Department's Head of Pediatric Dentistry is the executive officer of the unit. The current organizational structure results in confusion in supervisory and administrative responsibilities. Creation of the Department of Population Oral Health will eliminate administrative confusion and improve the general functioning of the unit.

In alignment with the University's mission, the proposed Department of Population Oral Health will be UIC's primary hub for teaching, research, and service in the dental specialty of Dental Public Health, behavioral sciences related to oral health, and oral health care for persons with intellectual developmental disabilities.

The Department's goals are consistent with the pillars in IBHE's strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. The University prioritizes closing equity gaps

among the citizens of Illinois, within urban and rural communities, and beyond. Supportive of *A Thriving Illinois* is the University of Illinois System's Access 2030 Strategic Plan. The proposed Department will strengthen the University of Illinois' bedrock commitment to the public good and create more opportunities for Illinoisans of all backgrounds. The University's mission and goals, academic plans, support services, and financial resources are aligned with statewide higher education priorities.

- Master of Science in Analytics and Artificial Intelligence in Business in the Chicago Region

The University of Illinois Chicago (UIC or the University) requests authorization to offer a Master of Science in Analytics and Artificial Intelligence in Business (MS-AAIB) in the Chicago region. The 32-credit hour program, housed in the Department of Information and Decision Sciences in the College of Business Administration (CBA), will focus on analytics and artificial intelligence (AI) in business topics and will provide the foundation for analytics and AI competencies in business including coursework in statistics, management, data science, data mining, machine learning, and AI safety and ethics. The proposed program is distinctive in blending business with the practical application of artificial intelligence. The program will utilize the existing strengths of the CBA and capitalize on the growth of technology and industry to provide a cutting-edge program with an emphasis on ethical and practical applications of AI in business and organizational settings. The recent development of AI advancements and utilization has revolutionized how businesses operate. The integration of AI into business systems and various facets of work has created a demand for professionals who are familiar with the new technology. Students will gain hands-on experience with AI platforms, tools, and applications to solve business problems in an ethical and responsible manner. These skills will position graduates for a variety of roles such as an AI business analyst, AI product manager, and AI strategy consultant.

The University of Illinois System (UI System) and UIC have developed initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment **XXX**.

University of Illinois Urbana-Champaign

- Master of Veterinary Sciences in Applied Veterinary Sciences in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to offer a Master of Veterinary Science in Applied Veterinary Sciences (MVS in AVS) in the Prairie region. The program focuses on a comprehensive approach to animal health and disease management. Tailored to meet the needs of both domestic and international professionals, the Master of Veterinary Science in Applied Veterinary Sciences program, prepares graduates to work in the animal health and disease sectors of global animal-source food production and companion animal industries. Students will acquire and demonstrate the knowledge and decision-making skills necessary to meet the growing demand for systems-based veterinary scientists in the global workforce. The 32-credit hour graduate curriculum emphasizes economic, food safety, and public health considerations, reflecting the complex realities of modern veterinary practice. The program is intended for a specialized audience that includes veterinary graduates who hold either a doctorate or a baccalaureate degree in veterinary medicine, individuals with a Bachelor of Veterinary Science, and professionals working in closely related fields. These individuals represent a population that is currently underserved by existing graduate-level offerings. UIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction

in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher education hereby grants to the University of Illinois Chicago authorization to establish the Department of Population Oral Health in the Chicago region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois Chicago authorization to grant the Master of Science in Analytics and Artificial Intelligence in Business in the Chicago region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the University of Illinois Urbana-Champaign authorization to grant the Master of Veterinary Science in Applied Veterinary Sciences 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.

University of Illinois Chicago

Proposed Department Title in the Region of Administration: Department of Population Oral Health

New Administrative Unit: The proposal is for the authorization of the Department of Population Oral Health, a new department in the College of Dentistry at the University of Illinois Chicago. The Department will serve as an integral component for teaching, research, and services in the recognized dental specialty of Dental Public Health.

Background

The University of Illinois Chicago (UIC or the University) requests authorization to establish the Department of Population Oral Health (the Department) within the College of Dentistry (the College) in the Chicago region. The College of Dentistry established the Division of Prevention and Public Health (the Division) in 2004 and developed the community-based service-learning program. At that time, the College admitted approximately 60 students per year to the Doctor of Dental Surgery (DDS) and the Division consisted of two faculty members. The Division is now responsible for the Doctor of Dental Medicine (DMD) curriculum content in dental public health, clinical prevention, evidence-based dental practice, and interprofessional education while overseeing the joint Doctor of Dental Medicine and Master of Public Health (MPH) program. The collaborative program conducts research in dental public health and oral epidemiology. The Division directs all community-based service learning, which occurs across all four years, in the DMD curriculum.

Currently, the Division has five full-time faculty members, one part-time faculty member, and a network of over 90 adjunct faculty who are appointed in the College's Department of Pediatric Dentistry, despite not being pediatric dentists. The Division is directed by the Associate Dean for Prevention and Public Health Sciences who reports to the Dean of the College of Dentistry. The Associate Dean oversees the Division's faculty, staff, and budget. However, the Department Head of Pediatric Dentistry is the executive officer of the unit. The current organizational structure results in confusion in supervisory and administrative responsibilities. Creation of the Department of Population Oral Health will eliminate administrative confusion

and improve the general functioning of the unit.

In alignment with the University's mission, the proposed Department of Population Oral Health will be UIC's primary hub for teaching, research, and service in the dental specialty of Dental Public Health, behavioral sciences related to oral health, and oral health care for persons with intellectual developmental disabilities.

The Department's goals are consistent with the pillars in IBHE's strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. The University prioritizes closing equity gaps among the citizens of Illinois, within urban and rural communities, and beyond. Supportive of *A Thriving Illinois* is the University of Illinois System's Access 2030 Strategic Plan. The proposed Department will strengthen the University of Illinois' bedrock commitment to the public good and create more opportunities for Illinoisans of all backgrounds. The University's mission and goals, academic plans, support services, and financial resources are aligned with statewide higher education priorities.

Need

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

The proposed Department of Population Oral Health in the College of Dentistry will work to meet dental health needs and public health education in the Chicago area and the State of Illinois through its community outreach, to prevent and control oral disease. The most common chronic disease in the United States is dental caries, also known as tooth decay or cavities. One major function of the current Division of Prevention and Public Health Sciences is to share prevention services to high-risk communities and develop culturally acceptable and cost-effective approaches to disease management through the community services learning program. The creation of the proposed Department of Population Oral Health will facilitate the expansion and efficient operation of the service-learning program.

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

The University of Illinois System (UI System) and UIC seek to close equity gaps among Illinois residents. The proposed Department of Population Oral Health will contribute to Goal 1, Equity of *A Thriving Illinois*, to close the equity gaps for students who have been left behind through its support of the UI System's Strategic Plan, Access 2030, which is designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade.

UIC is committed to improving access to dental care and is focused on service to underserved communities in Illinois. UIC is the state's largest dental care provider, seeing more than 35,000 patients each year and providing more than 300,000 treatment services. UIC's dental clinics treat more than 28,000 State of Illinois Dental Medicaid recipients, and 92 percent of the children treated are eligible for Medicaid. The outreach extends to communities in need. UIC dental students serve more than 10,000 patients at 33 community sites including federally qualified health centers, the Veterans Affairs Medical Center, county health departments, and a local jail. The College developed a new Inclusive Care Clinic in February 2024 to specifically provide care for adults with physical, intellectual, and developmental disabilities. In addition, dental students provide preventative education to over 2,200 elementary students each year in Chicago neighborhoods.

In addition, the University supports the third strategy of Goal 1 in *A Thriving Illinois*, to increase and retain faculty, staff, and administrators of color. The University of Illinois Chicago is relatively diverse in terms of its faculty, administrators, and staff. Nearly 60 percent of all staff are from a diverse or international background. As of fall 2023, Black, Latinx, and Indigenous faculty account for 15.1 percent of the full-time

total faculty (this is an increase from 11.4 percent in fall 2014). The Office of Access and Equity supports academic employment searches and provides departments with recruitment resources to expand the candidate pools, guidelines to inform the search process, and mandatory training related to implicit bias. UIC and the University of Illinois System have invested in various initiatives to assist in recruitment and retention of diverse faculty. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the University of Illinois System has committed \$20 million to this program for the recruitment of new, tenured, or rising faculty from a range of disciplines who can transform the University through exceptional scholarship and teaching. A criterion for this award is that the selected faculty members will enhance diversity in the unit and in the College. Since its inception, UIC has utilized this program to assist with 25 faculty hires. Additionally, the Targets of Opportunity Program provides recurring funds for salary support for hires that enhance campus diversity. Another program is the Cluster Initiative to Increase Diversity and Interdisciplinary Culture at UIC, which has led to 19 hires since fiscal year 2017. These equity initiatives complement the longstanding Underrepresented Faculty Recruitment Program, designed to attract and retain faculty that more closely resemble the student population through providing funds toward salary and research support for candidates.

The proposed Department of Population Oral Health will support 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.* The proposed Department will improve efficiency and reduce duplication of administrative structures, which will improve UIC's utilization of resources.

The proposed Department of Population Oral Health will continue to contribute to Goal 3, *Growth, to increase talent and innovation to drive economic growth.* UIC is a hub of the Illinois Innovation Network where one of the focal areas is health and wellness, which encompasses the primary mission of the College of Dentistry and the proposed Department of Population Oral Health. Also, the College of Dentistry impacts the dental field in the state through its creation and maintenance of a pipeline of dental school graduates. UIC's College of Dentistry graduates approximately 125 DMD students and 45 post-graduate students every year with close to 75 percent of graduates practicing in Illinois. These graduates enhance their communities by providing accessible medical care as well as drive economic opportunities for associated staff with their practices. The proposed Department will build upon the strengths of the established College of Dentistry and contribute to the state's economic development, improve healthcare outcomes, and enhance the quality of life for Illinois residents.

Comparable Units in Illinois

UIC is the only doctoral level dental school in the Chicago region. There are two other doctoral level dental programs in Illinois, including Southern Illinois University's School of Dental Medicine and Midwestern University's College of Dental Medicine-Illinois. These comparable programs have similar administrative units that support the functioning of the programs.

Institution	Sector	Program	Region
Midwestern University	Independent, Not-for-Profit	Doctor of Dental Medicine	West Suburban
Southern Illinois University Edwardsville	Public University	Doctor of Dental Medicine	Southwestern

Source: IBHE Program Inventory

The UIC College of Dentistry has eight academic departments and one division (the Division of Prevention and Public Health Sciences). The sole division is located within the Department of Pediatric Dentistry. In contrast, the Southern Illinois University's School of Dental Medicine has four academic departments with multiple sections or divisions, including Community and Preventive Dentistry, with a similar focus to the proposed department. The creation of the proposed Department of Population Oral Health in the UIC College of Dentistry will not have any impact on other academic institutions.

Mission and Objectives

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

The proposed Department of Population Oral Health will contribute directly to UIC's mission through its commitment to delivering scholarship, providing high-quality, impactful education, and promoting community and public engagement. The proposed Department is aligned with the University's focus on transformative knowledge creation, providing accessible educational opportunities, fostering scholarship, training professionals, and serving Illinois as the principal educator of health science professionals and a major healthcare provider to underserved communities.

Assessment

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.

Assessment of Outcomes

The proposed Department of Population Oral Health will be the academic home for all community-based service-learning activities currently supported by the Division of Prevention and Public Health. The proposed Department will provide high-quality education to students while supporting the health of the community through service-learning opportunities, cutting-edge scholarship in dental public health, oral health care for vulnerable patients and communities, and oral health-related behavioral sciences. There are systematic quality assurance processes in place for all extramural activities, including dental site approvals from the Commission on Dental Accreditation (CODA). The sites must meet the requirements for facilities and staffing set forth by CODA and the College. Students are supervised by an Illinois licensed dentist who holds adjunct faculty status with UIC. The proposed Department will measure targeted metrics such as total enrollment, enrolment in the Public Health track, total graduates, graduates employed in social support areas, scholarship publication, and conference presentations. The metrics, aligned with institutional goals, will be collected and reviewed against established targets.

Facilities

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.

Facilities at the University are sufficient for the proposed Department. The Department will utilize existing space designed for the Division of Prevention and Public Health Sciences in the College of Dentistry Building located at 801 Paulina Street in Chicago.

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 proposed Department of Population Oral Health is an academic department and administrative unit in the College of Dentistry which will serve all predoctoral students in the College. The College serves approximately 400 students per year. The students generally follow the same curriculum for the Doctor of Dental Medicine program which will be delivered by the proposed Department's faculty. The proposed structure of the Department is essentially restructuring the current faculty of the Division of Prevention and Public Health Sciences. The academic structure includes an Associate Dean for Prevention and Public Health Sciences/Department Head who will lead the proposed department in administration, supervision, teaching and scholarship activity. There will be four tenure-track and two clinical-track faculty members serving in the following focus areas: the Pilsen Center for Oral Health Promotion, evidence-based dentistry, behavioral sciences, and the Director of Community-based Service Learning. Staff will include a business manager, research assistant, and a staff position as the Dental Outreach Project Director for the Chicago AIDS Network.

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 current Division of Prevention and Public Health Sciences has multiple contracts and grants in support of its research and service activities which would transfer to the proposed Department of Population Oral Health. The overall amount would be more than \$5.3 million. Funding is currently allotted to the existing Division for staffing, space, equipment, and operating activities. No new state resources will be needed to establish the proposed Department.

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 Department is an administrative unit that will be housed in the UIC College of Dentistry. The College is accredited by the Commission on Dental Accreditation (CODA), which is the national programmatic accrediting agency for dental-related education programs. CODA last visited the College in 2021 with UIC holding the top status as "Approval without Reporting Requirements." CODA conducts a comprehensive review of the College every seven years for reaccreditation.

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 Department will be published on the University's website.

Staff Conclusion

The staff concludes that the Department of Population Oral Health 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.

Proposed Degree Title in the Region of Authorization: Master of Science in Analytics and Artificial Intelligence in Business in the Chicago Region

Projected Enrollment and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
12	44	13

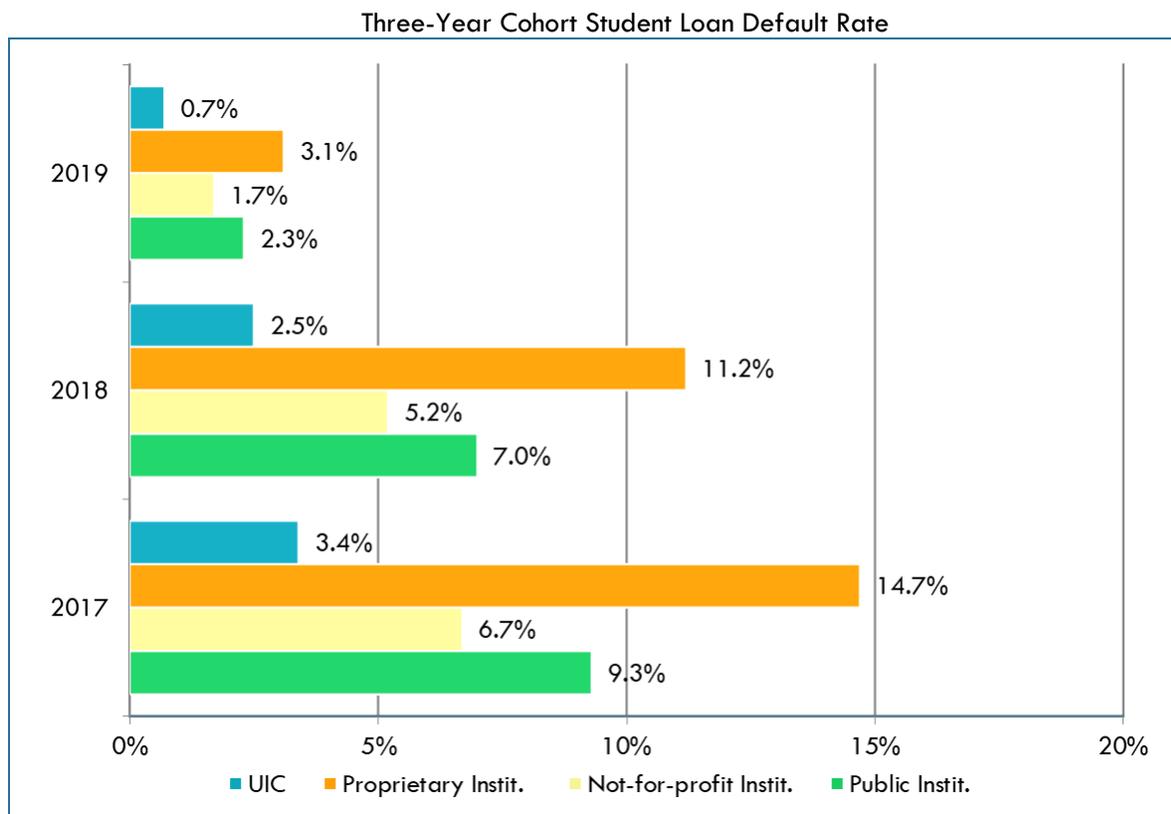
Background

The University of Illinois Chicago (UIC or the University) requests authorization to offer a Master of Science in Analytics and Artificial Intelligence in Business (MS-AAIB) in the Chicago region. The 32-credit hour program, housed in the Department of Information and Decision Sciences in the College of Business Administration (CBA), will focus on analytics and artificial intelligence (AI) in business topics and will provide the foundation for analytics and AI competencies in business including coursework in statistics, management, data science, data mining, machine learning, and AI safety and ethics. The proposed program is distinctive in blending business with the practical application of artificial intelligence. The program will utilize the existing strengths of the CBA and capitalize on the growth of technology and industry to provide a cutting-edge program with an emphasis on ethical and practical applications of AI in business and organizational settings. The recent development of AI advancements and utilization has revolutionized how businesses operate. The integration of AI into business systems and various facets of work has created a demand for professionals who are familiar with the new technology. Students will gain hands-on experience with AI platforms, tools, and applications to solve business problems in an ethical and responsible manner. These skills will position graduates for a variety of roles such as an AI business analyst, AI product manager, and AI strategy consultant.

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 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 rates for fiscal years 2020 and 2021 are 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 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.*

The proposed MS-AAIB program has the potential to shape the workforce with the growing need for expertise in developing and managing AI technologies. This is a unique program in AI, as it falls under the business discipline, rather than the computer information field. Since artificial intelligence is a relatively new and evolving field, neither the U.S. Bureau of Labor Statistics (BLS) nor the Illinois Department of Employment Security have occupational data estimating future employment trends. Although the August 2024 BLS Employment Projections indicate that, “recent developments in artificial intelligence have raised the prospect that the future rate of technological progress could be higher than in the past.” Overall, job market production may be impacted by AI which could have a normalizing impact on the workforce or a differential impact on various career fields. BLS conducts research on factors that are expected to impact employment, particularly those which may not be reflected in historical data such as new technologies. Developments in AI are proceeding rapidly, and the uncertainty about potential impacts remains very high. Projections are always uncertain, and the exact impact of developments such as new technologies on the future labor market is impossible to predict with precision.

According to the World Economic Forum’s 2023 Future of Jobs report, AI was listed among the top priorities for employers through 2027 and for organizations with more than 50,000 employees. UIC has positioned the proposed program to impact the workforce by equipping students with advanced analytics and AI techniques to solve business challenges. The program’s development was guided by input from regional business leaders and educational institutions. UIC utilized feedback from its Business and Community Engagement meetings on market demand for job-related skills and training. Local corporations in technology, finance, and healthcare have expressed a strong need for professional expertise in data analytics and AI. The proposed program will address the skill gap in the Illinois workforce while meeting the growing demand for trained AI professionals.

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

The University of Illinois Chicago and the proposed Master of Science in Analytics and Artificial Intelligence in Business program supports Goal 1, *Equity of A Thriving Illinois to close the equity gaps for students who have historically been left behind.* UIC continues to focus efforts on recruiting and retaining a diverse student body including those traditionally underrepresented and underserved through its Office of Diversity, Equity, and Engagement’s Advancing Racial Equity (ARE) process. ARE plans are required for each academic department to specify equity goals. Achievements and progress are monitored annually. UIC also features programs which focus on underrepresented minority graduate students. The Summer Research Opportunities Program aims to introduce underrepresented students to academic research and to improve enrollment and completion at the graduate level. Participants work closely with faculty mentors, engage in research projects, and participate in professional development activities. Additionally, UIC provides high-impact, wraparound student support services. The University has been recognized nationally for its student success initiatives. UIC was a finalist for the 2021 Degree Completion Award through the Association of Public and Land-grant Universities. This recognition was based on the University’s steady progress over the past decade in increasing graduation rates through a campuswide Student Success Initiative. The University was also awarded the Seal of Excelencia in 2020 (and was renewed in 2023) from Excelencia in Education for its efforts to recruit, support, and graduate Latinx students.

The proposed MS-AAIB plans to promote equity and access in preparing students for the global workforce to serve as business leaders and transformational change agents in a variety of organizations. The online modality of the proposed program will provide working adults with flexible scheduling options. In addition, UIC has initiatives in place to reduce equity gaps in retention and graduation rates at the

undergraduate level, as outlined in the 2024 Equity Report and the University of Illinois (UI) System’s Access 2030 strategic plan. The UI System has a goal of increasing the number of graduates from underrepresented groups by 50 percent by the end of the decade. UIC’s completion rates are comparable across racial and ethnic categories reflecting the quality of its academic and support programs.

The proposed program will address 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*. UIC has multiple initiatives in place to make graduate programs more affordable. First, as a public university, tuition rates are lower than private universities. UIC is currently rated as a “Top 10 Best Value Institution” by the Wall Street Journal. Each graduate program has a director of graduate studies who assists students in identifying ways to fund their education, including fellowship programs, assistantships, tuition waivers, and internal and external funding sources. Each year, more than 70 percent of students at UIC CBA receive some form of financial aid, funded through the College’s own scholarship program. The CBA has recently launched a graduate student merit scholarship program, available to both incoming and continuing students in its master’s degree program offerings, which awards \$4,000 per semester to selected students.

The proposed degree program will contribute to Goal 3, Growth, of *A Thriving Illinois to increase talent and innovation to drive economic growth*. The proposed program was developed based on employment demand from the Chicago region. The business workforce in Chicago has a wide range of business-related challenges in various fields including healthcare analytics, financial technology, marketing personalization, public policy, risk management, and smart supply chain management. The workforce is responding to emerging AI technology and seeking to harness its power to help solve current challenges. The nature of the evolution of the proposed MS-AAIB lends itself to engagement with business and industry. The program will work with businesses and other organizations in the Chicago area and leverage connections for students to access real-world problems through internships and apprenticeships, which will create job placement pathways for students. Additionally, graduates of the proposed program will support the state’s economy by contributing to the goals of Intersect Illinois for a new era of AI, microelectronics, and quantum computing. Intersect Illinois collaborates with industry, academic, and government partners to promote new businesses and jobs in Illinois.

Comparable Programs in Illinois

A review of the IBHE Program Inventory shows there are currently four master’s level programs in artificial intelligence. All programs are from independent, not-for profit, grandfathered institutions and fall under the Classification of Instructional Programs (CIP) code of 11.0102, Artificial Intelligence. The programs are listed under the “Computer and Information Sciences and Support Services” CIP classification, originating from the technical side of AI. This is in contrast to the proposed program originating from the “Business, Management, Marketing, and Related Support Services” classification under the 52.1301 CIP code, Management Science. There are no master’s level program titles with AI from a business-related CIP code in the program inventory.

Institution	Program Name	Region
DePaul University	M.S. in Artificial Intelligence	Chicago
Illinois Institute of Technology	M.S. in Artificial Intelligence	Chicago
Lewis University	M.S. in Artificial Intelligence	South Metropolitan
Northwestern University	M.S. in Artificial Intelligence	North Suburban

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 the MS-AAIB program must have a baccalaureate degree from an accredited university with a minimum 2.75 GPA (on a 4.0 scale) for the final 60 semester hours of undergraduate study or a 3.0 GPA in a master's program. Additionally, applicants must submit a personal statement regarding their goals and interest in the program, letters of recommendation, and English proficiency scores, if applicable.

Curriculum

The MS-AAIB is a 32-credit hour program housed in the Department of Information and Decision Sciences in the College of Business Administration. The program requires 20 credit hours of core courses and 12 credit hours of electives that will be delivered asynchronously online with supplemental live-synchronous components. The online delivery will increase program accessibility and appeal to working adults. The curriculum includes foundational concepts of statistics, programming for data science, data mining, machine learning, and AI safety and ethics. The elective option provides students with an opportunity to explore topics in generative AI, the deployment of machine learning, AI technologies, and reinforcement learning as a framework for automated decision making. Some courses are currently offered in existing CBA programs. However, new courses will be developed for the MS-AAIB program, including AI safety and ethics in business, generative AI in business, and reinforcement learning with business applications. The program does not require a thesis, capstone project, or comprehensive examination.

Assessment of Student Learning

The proposed program will utilize a variety of tools to assess student learning goals. Assignments will be used for students to demonstrate an understanding of core principles and concepts of analytics and AI, as well as corresponding applications. CBA utilizes a curriculum map which aligns courses with learning outcomes and assessment types. Quizzes and tests will be used to assess students' conceptual knowledge of

topics in generative AI, safety, ethics, and applications. Case studies will offer real-world scenarios for students to apply theoretical knowledge and leverage AI tools in practical situations. The proposed program may consult with CBA course advisors to review methods of assessment for asynchronous online student learning such as automated quizzes and tests, discussion boards, reflective journals, peer assessments, portfolios, interactive simulations, virtual labs, and video submissions of oral presentations.

Multiple mechanisms will be used to ensure that assessment results are effectively used to improve student learning. Faculty will monitor student progress in relation to course material. Student performance in courses and project work will be discussed at department faculty meetings. Feedback from project sponsors and employers will be used to improve student learning.

The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB) which mandates that all programs engage in annual and five-year review. As part of the review process, CBA collects program information to review and provide an “assurance of learning” for students in each program, which refers to the process of assessing the achievement of student learning outcomes.

Program Assessment

Assessment data, including key performance indicators for the proposed MS-AAIB, will be collected and monitored annually by program faculty and staff. During this review, faculty will evaluate the program using data such as enrollment, graduation rates, achievement of student learning outcomes, student satisfaction rates for specific courses, job placement rates, and starting salaries for graduates. Faculty will summarize findings and make program recommendations. CBA will also use the AACSB review process for continuous program 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 proposed program will be primarily offered online. The existing online instructional technology infrastructure, utilized for the online master’s business program, is well suited for MS-AAIB program delivery. Some optional in-person classroom activities in the proposed program will be offered in person at Douglas Hall. Douglas Hall was renovated in 2009 and is exclusively for CBA use. Additional classroom space is available throughout the East Campus with updated classroom technology.

Students in the proposed program can access all resources in the UIC University Library. The library is a member of I-Share, a statewide network of 91 Illinois academic and research libraries. Additional electronic systems provide online access to various periodical and subject databases. Interlibrary loan services supplement the library’s resources by making available materials owned by other libraries. I-Share and the University Library Online Catalog can be accessed from the library’s website. Students may also utilize the University of Chicago Library and check out books from the Northwestern University Library. UIC also has devoted staff to assist students and faculty with accessing library resources.

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. The proposed program will be housed in the Department of Information and Decision Sciences in the College of Business Administration. Existing faculty from the department with expertise in business analytics and artificial intelligence will develop and deliver courses for the proposed program. Faculty have the appropriate qualifications including a terminal degree in the discipline with a record of quality teaching, scholarship, and service. At full-scale, the proposed program may need to hire two additional full-time faculty members. Students will continue to utilize the advising and career services offered to all graduate business students. Depending on future demand, additional faculty may be hired to support the program.

The University has invested in faculty hiring initiatives that have directly impacted underserved populations. The primary programs include the Bridge to Faculty program for recruiting underrepresented postdoctoral scholars and supporting their transition to a tenure-track faculty position after two years, particularly in departments with low or no presence of underrepresented faculty in the field, and the Target of Opportunity Program (TOP) for hiring senior scholars to diversify faculty.

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. The proposed program will be funded by tuition revenue.

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 MS-AAIB does not require specialized accreditation or licensure.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights

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

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

Staff Conclusion

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

University of Illinois Urbana-Champaign

Proposed Degree Title in the Region of Authorization: Master of Veterinary Science in Applied Veterinary Sciences in the Prairie Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
20	100	20

Background

The College of Veterinary Medicine at the University of Illinois Urbana-Champaign (UIUC or the University) recognizes the evolving landscape of veterinary medicine and is committed to addressing the growing educational gap in the field. Since the establishment of the Large Animal Clinic at UIUC in the 1970s, foundational approaches to food-animal clinical teaching have remained largely unchanged even as the industry has undergone significant transformation. By embracing a creative and innovative approach, building on proven successes, and harnessing technology, the College is dedicated to meeting the educational needs of professionals within the animal health industry and contributing to the global demand for well-trained applied veterinary scientists.

Building upon the success of previous initiatives, the College has demonstrated a strong track record of delivering innovative post-graduate training programs including the Master of Veterinary Science in Livestock Systems Health. The College is also committed to leveraging technology to enhance education. Global outreach efforts have successfully engaged learners worldwide through online learning platforms demonstrating the potential of technology-driven education to meet the diverse needs of a global audience. In alignment with this mission, UIUC is seeking to offer the Master of Veterinary Science in Applied Veterinary Sciences (MVS in AVS), a 32-credit hour graduate program in two modalities: fully online or in person. This

program is designed to elevate the professional expertise of practicing veterinarians and animal health professionals by offering a comprehensive approach to animal health and disease management. Unlike traditional programs focused on individual animals, the MVS in AVS encourages students to address animal health challenges at the population and systems level. The curriculum emphasizes economic, food safety, and public health considerations, reflecting the complex realities of modern veterinary practice. The program is intended for a specialized audience that includes veterinary graduates who hold either a doctorate or a baccalaureate degree in veterinary medicine, individuals with a Bachelor of Veterinary Science, and professionals working in closely related fields. These individuals represent a population that is currently underserved by existing graduate-level offerings.

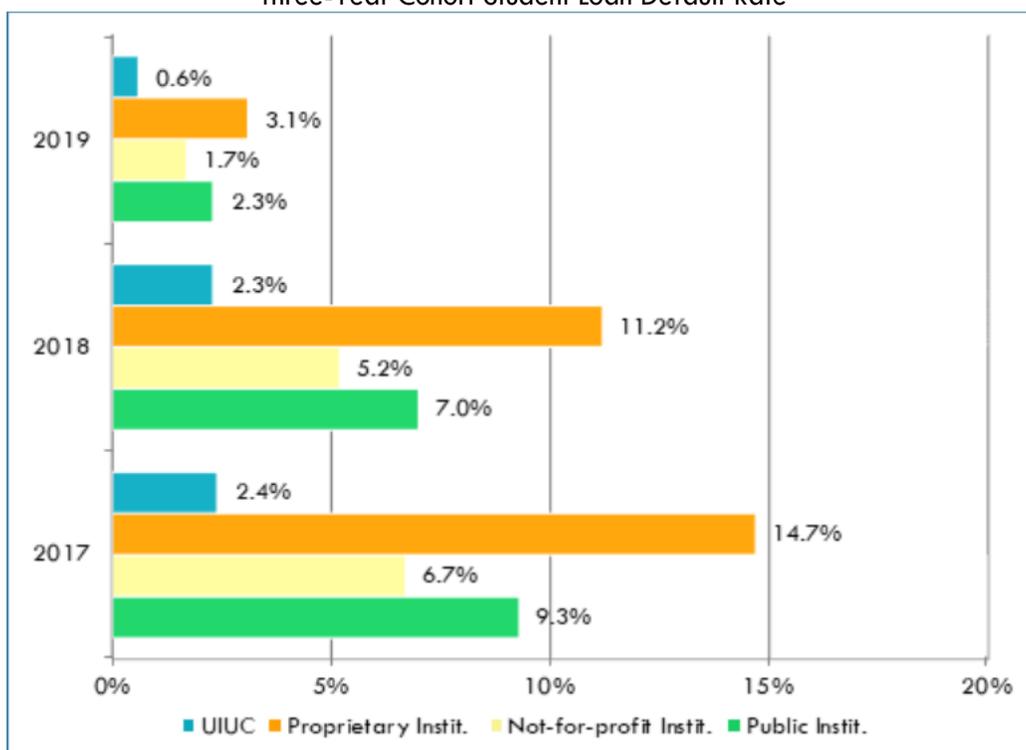
Tailored to meet the needs of both domestic and international professionals, the MVS in AVS prepares graduates to work in the animal health and disease sectors of global animal-source food production and companion animal industries. Students will acquire and demonstrate the knowledge and decision-making skills necessary to meet the growing demand for systems-based veterinary scientists in the global workforce.

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 Urbana-Champaign. 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 pass rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three-Year Cohort Student Loan Default Rate



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

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 and 2021 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 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.

The proposed MVS in AVS aligns with the strategic initiatives of the Illinois Board of Higher Education, particularly focusing on educational attainment, college affordability, and the delivery of high-quality credentials to meet economic demand. The proposed program raises the educational standards within the veterinary field while positioning the University of Illinois Urbana-Champaign as a leader in veterinary education nationwide. In response to the evolving landscape of the animal health industry, the program addresses the growing demand for professionals with advanced degrees. The curriculum is designed to equip students with the knowledge and skills to manage infectious diseases at a systems level, moving beyond the traditional focus on individual animals. This shift aligns with the changing needs of the industry, ensuring that graduates are well-prepared to tackle the challenges and complexities of contemporary veterinary practice.

The animal health industry in the United States is projected to experience significant growth in employment. According to the U.S. Bureau of Labor Statistics (BLS), the employment of veterinarians is projected to grow much faster than average, with a growth of 19 percent from 2023 to 2033. The median pay for veterinarians in 2024 was \$125,510 per year or \$60.34 per hour. Related roles are on the rise nationally as well. BLS projects an 8 percent growth in agricultural and food scientists by 2033. The median pay for agricultural and food scientists in 2024 was \$78,770.

Illinois Employment Projections, 2022-2032			
Occupation Title	Employment 2022	Employment 2032	Employment Change (%)
Veterinarians (29-1131)	3,086	3,659	573 (18.57 %)
All occupations	6,369,370	6,538,492	169,122 (2.6 %)

Source: Illinois Department of Employment Security

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

The proposed graduate degree program in applied veterinary sciences at UIUC is aligned with IBHE's *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth* strategic plan. The University will contribute to IBHE's Equity goal to close the equity gaps for students who have been historically left behind at the system, institution, and program level. At the system level, the University of Illinois prioritizes closing equity gaps across Illinois, within urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, closing equity gaps among Illinois citizens remains crucial to achieving the mission of the University of Illinois (UI) System. To fulfill this mission, the UI System has developed the Access 2030 strategic plan, a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds. The University will build upon ongoing efforts to create more opportunities for Illinoisans.

At the institution level, UIUC's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). In the Fall of 2023, UIUC launched a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. This assessment included students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The University is partnering with the Association of American Universities, external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to identify challenges that are unique to the UIUC campus as well as those that are common to peer universities.

The proposed program will also address 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*. The University of Illinois at Urbana-Champaign and the University of Illinois System have been committed to implementing strategies to make college more affordable, particularly for those who have been historically underserved. The Graduate College Fellowship program provides financial support through fellowships and tuition and partial fee waivers to students to promote inclusion and diversity by supporting students who represent a broad array of life experiences and perspectives. Master's students are eligible for a one-year \$20,000 award, and doctoral students are eligible for a multi-year award totaling \$75,000. Annually, \$3.5 million in campus funds are allocated to these fellowships.

The proposed program will contribute to Goal 3, Growth, of *A Thriving Illinois to increase talent and innovation to drive economic growth*. The College of Veterinary Medicine initiated a non-degree certificate

in veterinary science in the 2022-2023 academic year to assess market demand for a major in applied veterinary science. This 12-credit hour certificate program spans two semesters. Over the first two pilot years, the program anticipates matriculating 65 students. The certificate serves as a valuable entry point to the field primarily designed for recent undergraduates keen on exploring careers in the animal health industry. For those interested in pursuing graduate study, the MVS in AVS is structured to seamlessly integrate into a one-year completion timeline. The program will increase the future earning potential of graduates while addressing the growing demand for professionals with advanced degrees in the animal health industry.

Comparable Programs in Illinois

The University of Illinois Urbana-Champaign will be the only institution in Illinois offering the MVS in AVS program as there are currently no other public or private institutions with veterinary sciences or veterinary clinical sciences programs. Consequently, the proposed program will not compete with any existing degree program within the state.

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. Building on the College of Veterinary Medicine's track record of delivering quality post-graduate and online education, the College aims to address gaps in the animal health education sector through the development of cutting-edge online and traditional educational programs. The College fosters collaboration and synergies across campus units cultivating a diverse group of animal health experts whose competencies are essential to advancing veterinary medicine.

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

All students must meet the minimum requirements for admission, including English proficiency requirements for international applicants, established by the University's Graduate College. Admission requirements specific to the program include a baccalaureate degree or equivalent, minimum grade point average of 3.0 on a 4.0 scale in undergraduate work, a resume, academic statement of purpose, and official transcripts.

Curriculum

The MVS in AVS program is designed with the primary objective of cultivating critical thinking skills, fostering a commitment to lifelong learning, and expanding the depth and breadth of knowledge within the animal health industry. The program is geared toward equipping students with versatile skills required to excel in various career paths related to animal health.

The 32-credit hour program includes 20 credit hours of core coursework and 12 credit hours of electives. The curriculum will feature courses in biostatistics, veterinary form and function, health homeostasis, biology of veterinary pathogens, and an applied capstone. Electives include courses in global health, immunity, imaging, disease and infection, animal food science, data, and business relating to the animal health field. The program will be offered in two delivery modes: fully online and on campus. Students can choose to take courses in either modality. Successful completion of the program requires a minimum GPA of 3.0 on a 4.0 scale with 12 of the 32 program credits at the 500 level.

The proposed MVS in AVS will bring together a collaborative community of experts in veterinary medicine offering flexible, high-quality learning opportunities that cover a wide range of knowledge and competencies. The College is responding to the urgent need for food security by addressing unmet demands for animal health competency development and technology transfer in both domestic and international markets. In alignment with the University's commitment to teaching, research, and outreach, the College of Veterinary Medicine is leveraging its core strengths in veterinary education for both pre- and post-graduate learners.

Assessment of Student Learning

The program employs a structured framework to evaluate student achievement through three strategic measurements each aligned with clearly defined learning objectives. These measurements include successful completion of foundational animal health coursework; a milestone competency assessment; and a culminating capstone project.

The first learning outcome focuses on a student's ability to interpret and apply foundational principles of veterinary husbandry and animal health to real-world challenges. This outcome is assessed continuously through performance in required foundational courses ensuring that students demonstrate both theoretical understanding and practical application of core concepts. Assessments include quizzes, problem-based assessments, and structured case studies. Students must achieve at least 80 percent on these assessments to receive course credit toward the degree.

The second learning outcome emphasizes the development of analytical and critical thinking skills. Students are expected to define, assess, and prioritize problems; formulate specific, testable questions; and critically evaluate evidence to support conclusions. This outcome is measured through the successful completion of two key courses: VCM 504: Introduction to Veterinary Science and VCM 565: Biostatistics. These courses serve as a milestone assessment point providing structured opportunities for students to demonstrate their problem-solving competencies.

The third learning outcome addresses the application of structured problem solving and solution design methods within multidisciplinary teams. Students are required to generate, communicate, and implement solutions to complex problems. This outcome is evaluated through the capstone project, which serves as the program's integrative assessment. The capstone requires students to synthesize knowledge and skills acquired throughout the curriculum including theory, practical experience, research, data collection, analysis, writing, and critical thinking. Students will complete a series of project milestones and a final paper and presentation.

Program Assessment

The proposed program is committed to continuous improvement and academic excellence. To support this commitment, the program undergoes a formal annual review each January prior to the start of the spring semester. This review is designed to assess program strengths, identify areas for enhancement, and establish strategic goals that align with institutional priorities and stakeholder expectations. The associate dean of online programs and extension oversees the review process and works in close collaboration with faculty and academic administrators. The review process is data-informed drawing on enrollment trends, student learning outcomes, alumni placement data, and results from end-of-program surveys. Data is compiled by the administrative team and shared with faculty in advance of the review meeting to ensure informed discussion and decision-making.

The annual review serves multiple purposes. It ensures the program remains responsive to emerging trends and evolving workforce needs while maintaining high standards of academic quality; provides a structured opportunity to evaluate the effectiveness of the curriculum, identify and address potential knowledge gaps, and assess the support services available to students; and, facilitates the development of strategic goals and priorities for the coming academic year, and documents any challenges encountered along with the actions taken to address them. Importantly, the review includes an evaluation of how well students are achieving the program's learning objectives, particularly through final examinations and capstone projects. Any recommended programmatic changes resulting from the review are implemented at the start of the following academic year, ensuring timely and effective adaptation.

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 proposed program will be supported by the College of Veterinary Medicine's Office of Online Programs and Extension which includes dedicated staff members for course development and delivery including instructional designers, media producers, medical illustrators, academic advisors, and administrators. Existing office space and classrooms are adequate to support the proposed program. In-person instruction will take place in the College of Veterinary Medicine Basic Science Building located at 2001 South Lincoln Avenue, Urbana, IL.

Current library collections, resources, and services are sufficient to support the proposed program. The University possesses appropriate library resources related to veterinary sciences with access to online databases, books, journal holdings, and other electronic resources to support instruction and scholarly work.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or

public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Consistent with the University's ongoing efforts to ensure efficiency and reduce redundancy, the College will strategically utilize existing resources to administer the proposed program, including faculty and support teams. The University has identified institutional policies that ensure faculty possess the training, credentials, and other related qualifications to provide instruction. All faculty in the College of Veterinary Medicine have the appropriate qualifications and meet the guidelines established by the University's accrediting body. A formal faculty evaluation process is in place.

The UI System and the UIUC campus support efforts to implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$31.4 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform the universities by their exceptional scholarship and teaching. One criterion is that the faculty member "will enhance diversity in the unit and in the college." The Public Voices Fellowship is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitate the advancement of women. The President's Executive Leadership Program is a professional development opportunity and experience for senior-level faculty and administrators from across the UI System. Consisting of seminars held during the academic year, the objective of the leadership program is to broaden participants' understanding of higher education issues and strengthen their skill sets in leading and managing a public institution at the university or system level. The Board of Trustees supports the program as a mechanism for identifying and developing a diverse group of potential future university and system leaders.

Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of the campus. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Fiscal and Personnel Resource

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.

Consistent with the University's ongoing efforts to ensure efficiency and reduce redundancy, the College of Veterinary Medicine will strategically utilize existing resources to administer the proposed program, including faculty and support teams. The College of Veterinary Medicine received \$1.0 million in 2018 through the Office of the Provost's Investment for Growth (IFG) program to support the development and launch of the proposed program. This strategic investment enabled the establishment of the i-Learning team, a multidisciplinary group composed of an academic advisor, instructional designers, media producers, medical illustrators, administrators, and marketing professionals. In addition, faculty appointments were allocated to support the development and delivery of MVS in AVS coursework.

The proposed program will operate under a self-supporting financial model. Salaries for the i-Learning team will be funded through tuition revenue generated by the program. This model ensures long-term sustainability without reliance on additional institutional funding. Faculty members currently teaching in the College have had their appointments strategically adjusted to accommodate the MVS in AVS program. These adjustments involve a reduction in clinical obligations, allowing faculty to contribute to the program without increasing their overall teaching load or compromising existing responsibilities.

To further support student success, the College will hire two full-time academic advisors dedicated to the proposed program. These advisors will be available to assist students via email, phone, and video conferencing. Students may schedule formal advising sessions through Microsoft Teams and will be encouraged to meet with the advising team at least once per semester to review academic progress and address any concerns. No new state funds are necessary to support the program. As a self-supporting program, the proposed MVS in AVS is not utilizing graduate tuition waivers.

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.

Specialized accreditation or licensure is not required for the Master of Veterinary Science in Applied Veterinary Sciences 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, tuition, fees, and curriculum, will be published on the University's website.

Staff Conclusion

The staff concludes that the Master of Veterinary Science in Applied Veterinary Sciences proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.