

**APPROVED**  
**January 21, 2026**

*Melissa Bealon*  
Board Secretary Melissa Bealon

Item #F-2  
January 21, 2026

## **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:

Southern Illinois University Carbondale

- Doctor of Philosophy in Biomedical Engineering

University of Illinois Urbana-Champaign

- Bachelor of Arts in Sports Media in the Prairie Region
- Social and Behavioral Science Institute 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**

Southern Illinois University Carbonate

- Doctor of Philosophy in Biomedical Engineering

Southern Illinois University Carbondale (SIUC or the University) requests authorization to offer a Doctor of Philosophy (PhD) in Biomedical Engineering in the Southern region. The proposed program, administered by the School of Electrical, Computer, and Biomedical Engineering (ECBE), is designed to prepare graduates with deep and fundamental knowledge in the field of biomedical engineering, equip them with a highly desirable and advanced skill set, create new knowledge through original research and publications, and foster professional development that will help graduates succeed in the global economy. Applicants entering the program with a master's degree, are required to complete 24 credit hours of graduate lecture type courses and 24 dissertation credit hours. The program also offers a direct and accelerated option that requires 30 credit hours of graduate lecture type courses and 24 dissertation credit hours. All candidates must have completed a two-credit hour course in life sciences that includes medical ethics. 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, staff, and financial resources in place to support the program.

Approval request summary, including staff conclusion, follows in attachments.

University of Illinois Urbana-Champaign

- Bachelor of Arts in Sports Media in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to offer a Bachelor of Arts (BA) in Sports Media in the Prairie Region. The 124-hour program is

designed to provide a rigorous, interdisciplinary education that integrates core coursework in advertising, journalism, and media and cinema studies with specialized instruction focused on the sports industry. This structure ensures that graduates develop both theoretical knowledge and practical skills relevant to contemporary sports media careers. The proposed program will prepare students for professional roles such as sports broadcasters, strategic communication specialists, public relations professionals, content creators, and digital storytellers. The program will be jointly administered by the three departments within the College of Media: the Charles H. Sandage Department of Advertising, the Department of Journalism, and the Department of Media and Cinema Studies, with additional elective opportunities through the College of Applied Health Sciences' Department of Recreation, Sport, and Tourism. While students will enroll in courses shared with existing majors in advertising, journalism, and media and cinema studies, the BA in Sports Media offers a distinct curricular focus on sports media across disciplines, differentiating it from current programs and providing a unique educational pathway for students seeking careers in this growing industry. There are policies in place to ensure faculty and staff 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.

- Social and Behavioral Science Institute in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Social and Behavioral Science Institute (SBSI) in the Prairie region. The institute started in 2017 as a strategic initiative within the Office of the Vice Chancellor of Research and Innovation (OVCRI). Shortly thereafter, in 2018, the SBSI initiative was included in the University's strategic plan. SBSI was then housed within the Interdisciplinary Health Sciences Institute and received funding commitments from the chancellor and provost in 2019. Upon review of its structure, OVCRI determined that SBSI's mission would be supported and recognized by the University to become an established new unit of administration and would seek IBHE approval.

SBSI currently operates under OVCRI, serving primarily as a research unit without a direct instruction component. The Social and Behavioral Science Institute is integral in providing student learning and training opportunities in advanced research methods, policy, and public engagement. SBSI aspires to position UIUC as a national leader through excellence in social and behavioral science across disciplines by leveraging the unique strengths of the campus to foster groundbreaking advances. This goal will be accomplished through evidence-based public engagement and research-practice partnerships that bridge science and society to support the UIUC land-grant mission.

The University 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 and staff possess the training, credentials, and qualifications to provide student learning and training opportunities in advanced research methods, policy, and public engagement. The University has sufficient library, technology, and financial resources to support the institute.

Approval request summary, including staff conclusion, follows in attachments.

The staff recommends adoption of the following resolutions:

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

*The Illinois Board of Higher Education hereby grants to the University of Illinois Urbana-Champaign authorization to grant the Bachelor of Arts in Sports Media and to establish the Social and Behavioral Science Institute in the Prairie region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

## **Southern Illinois University Carbondale**

**Proposed Degree Title in the Region of Authorization:** Doctor of Philosophy in Biomedical Engineering in the Southern Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
3	10	3

### **Background**

Southern Illinois University Carbondale (SIUC or the University) requests authorization to offer a Doctor of Philosophy (PhD) in Biomedical Engineering in the Southern region. The proposed program, administered by the School of Electrical, Computer, and Biomedical Engineering (ECBE), is designed to prepare graduates with deep and fundamental knowledge in the field of biomedical engineering, equip them with a highly desirable and advanced skill set, create new knowledge through original research and publications, and foster professional development that will help graduates succeed in the global economy. Applicants entering the program with a master's degree, are required to complete 24 credit hours of graduate lecture type courses and 24 dissertation credit hours. The program also offers a direct and accelerated option that requires 30 credit hours of graduate lecture type courses and 24 dissertation credit hours. All candidates must have completed a 2-credit hour course in life sciences that includes medical ethics. The program objectives include fostering interdisciplinary collaboration, equipping students with advanced knowledge in biomedical engineering, and preparing graduates to conduct independent research and disseminate findings effectively.

This proposal reflects SIUC's commitment to increasing graduate enrollment and research productivity by expanding offerings in high-demand fields. The program builds upon the University's track record in engineering, science, and medical disciplines. Admission to the program will normally require a master's degree in biomedical engineering or a related field. Applicants with exceptional academic or research credentials may be considered for direct entry following completion of a bachelor's degree, and students in ECBE master's programs may qualify for accelerated entry upon faculty recommendation. Conditional admission will be available for applicants lacking specific prerequisites. The program will be delivered primarily in a face-to-face format, with select courses offered online, and is designed for completion within three to five years.

Graduates of the program will be prepared for diverse career opportunities in academia, industry, healthcare, and government. Employment prospects include roles in research and development, clinical engineering, regulatory agencies, and technology innovation. According to the U.S. Bureau of Labor Statistics, employment in biomedical engineering is projected to grow by seven percent from 2023 to 2033, with approximately 1,400 openings annually. Doctoral degree holders may pursue faculty positions, postdoctoral research, or leadership roles in emerging sectors such as smart medical devices and healthcare technology. Opportunities also exist within federal agencies such as the National Institutes of Health, Food and Drug Administration, and Department of Defense, as well as in entrepreneurial ventures and consulting. The program will complement SIUC's existing biomedical and biological sciences programs and foster interdisciplinary

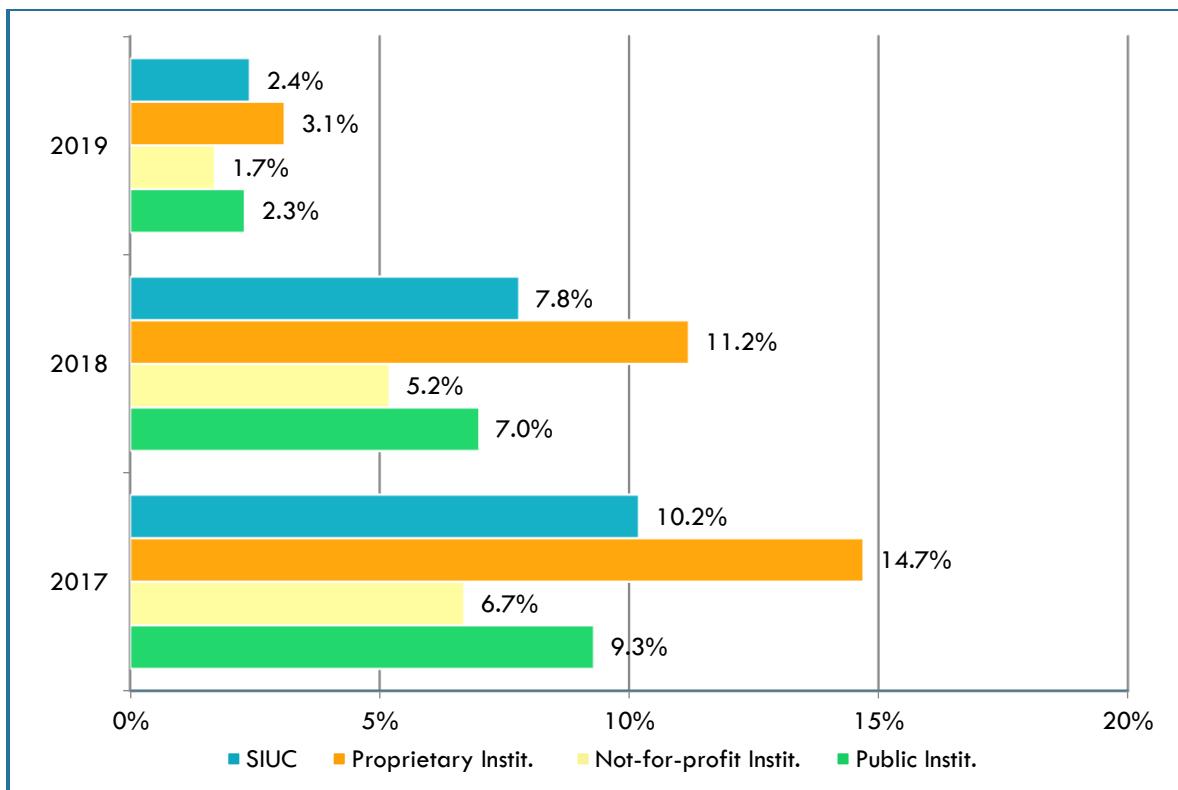
collaboration, positioning graduates to meet growing workforce and research needs in this critical field.

### **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions*

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

#### **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.

The proposed PhD in Biomedical Engineering at SIUC addresses critical workforce and research needs in Illinois across biotechnology and medical devices, advanced manufacturing, and healthcare sectors. The U.S. Bureau of Labor Statistics projects employment of biomedical engineers to grow by seven percent nationally from 2023 to 2033, outpacing the average for all occupations. The program will prepare graduates to meet Illinois' growing demand for advanced technical expertise in areas such as medical device development, health informatics, and computational modeling.

Illinois hosts a robust medical device industry, including major companies such as Abbott, Hillrom, Baxter, Medline, and Vyaire Medical, as well as smaller firms specializing in diagnostic tools, imaging systems, and testing technologies. These organizations regularly seek highly skilled biomedical engineers for roles in product design, regulatory affairs, and research. The program will also support research centers across Illinois, including SIU's School of Medicine and institutions such as Argonne National Laboratory, University of Illinois, University of Chicago, and Northwestern University. State agencies, including the Illinois Department of Public Health, are increasingly integrating advanced technologies and data analytics into healthcare operations, creating additional demand for expertise in biomedical engineering and health informatics. Initiatives such as the Illinois Medicaid Program Advanced Cloud Technology (IMPACT) and the Health Informatics Section underscore the growing role of predictive analytics and artificial intelligence in healthcare delivery.

Currently, the supply of doctoral educated biomedical engineers in Illinois is limited, with IBHE enrollment and conferral data recording an average of 48 doctoral research degrees conferred in Illinois per year (every year since 2021). Employer surveys indicate strong demand for doctoral-level researchers to lead innovation and meet regulatory and product development needs, particularly in health technology startups and interdisciplinary fields such as bioinformatics and machine learning. According to the Illinois Biotechnology Industry Organization (iBIO), the Chicago area is becoming a center for health technology startups, yet the number of graduates from Illinois institutions is insufficient to meet industry needs. The proposed program at SIUC will help bridge this gap by preparing graduates to meet the growing needs of Illinois-based industries and public agencies, supporting statewide priorities for healthcare innovation and economic development.

Illinois Employment Projections, 2022-2032			
Occupation Title	Employment 2022	Employment 2032	Employment Change (%)
Bioengineers and Biomedical Engineers (17-2031)	417	419	2 (0.48%)
Engineering Teachers, College (25-1032)	950	1,014	65 (6.74%)
Architectural and Engineering Managers (11-9041)	9,132	9,441	309 (3.38%)
All occupations	6,369,370	6,538,492	169,122 (2.66 %)

Source: Illinois Department of Employment Security

U.S. Employment Projections, 2024-2034				
Occupation Title	2024 Median	Employment, 2024	Employment, 2034	Employment Change (%)

	<b>Annual Wage</b>			
Bioengineers and Biomedical Engineers (17-2031)	\$106,950	22,200	23,300	1,100 (5%)
Engineering Teacher, College (25-1032)	\$60,120	50,300	54,400	4,100 (8%)
Architectural and Engineering Managers (11-9041)	\$167,740	212,500	220,500	8,000 (4%)
All Occupations	\$49,500	169,956,100	175,167,900	5,211,800 (3.1%)

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

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

The PhD in Biomedical Engineering supports Goal 1, *Equity of A Thriving Illinois to close the equity gaps for students who have historically been left behind*. Southern Illinois University Carbondale is committed to closing equity gaps in access, progression, and completion for students historically underserved in higher education. The proposed program will leverage institutional strategies to recruit and retain a diverse student population, including working adults, students of color, transfer students, and those from low-income backgrounds. Recruitment efforts will include partnerships with Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and targeted outreach through SIU's TRIO Student Support Services. Application fee waivers and flexible course delivery options, including hybrid and asynchronous formats, will further reduce barriers to entry for nontraditional students.

Retention and degree completion will be supported through structured mentoring, early advisor assignment, and access to university-wide resources such as the Writing Center, research assistance, and professional development workshops. Financial support will include fellowships, assistantships, and tuition adjustments for high-achieving non-resident students. Wrap-around services such as counseling, accessibility accommodations, and career development will ensure equitable student success. Progress will be monitored through the Office of Institutional Effectiveness, which tracks enrollment, retention, and placement data by demographic group, enabling continuous improvement of diversity and inclusion strategies. The School of ECBE employs a staff member who helps students with admissions, enrollment, and maintaining an appropriate timeline in the graduate program. Also, there is a coordinator for experiential learning in the School of ECBE whose role is to enhance hands-on lab and research and development opportunities for students.

Faculty and staff diversity is also a priority. The Office of Anti-Racism, Diversity, Equity, and Inclusion provides training for search committees and supports initiatives to recruit and retain faculty of color. Programs such as the Judge William Holmes Cook Fellowship and Diversity Champion Awards reinforce institutional commitment to inclusive excellence. Annual reviews of faculty diversity metrics will inform ongoing efforts to create a welcoming and equitable environment for all members of the academic community.

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*. Affordability and financial stability are central to SIUC's approach to sustainability for students and the institution. The proposed PhD program will offer multiple funding pathways, including graduate assistantships, competitive fellowships, and

scholarships, to reduce financial barriers for historically underserved populations. Flexible payment plans and tuition waivers for qualified students will help prevent interruptions in academic progress. The University also participates in federal programs such as TRIO, which provide academic and financial support to first-generation and low-income students.

Southern Illinois University Carbondale is committed to reducing indirect costs through initiatives such as Open Educational Resources (OER), which provide free or low-cost access to textbooks and learning materials. Select online course offerings will minimize commuting expenses for working professionals and students living off campus. These measures, combined with SIUC's emphasis on financial literacy and advising, will help students manage educational expenses effectively. Tuition for the proposed program is competitive compared to peer institutions. For the 2023–2024 academic year, SIU's annual tuition for a PhD in Engineering was approximately \$10,185 for Illinois residents and \$25,257 for non-residents, significantly lower than rates at many institutions. This cost advantage, coupled with SIUC's comprehensive financial support structure, positions the program as an affordable and sustainable option for doctoral education in Illinois.

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 will contribute to statewide economic growth by addressing workforce needs in biotechnology, medical devices, advanced manufacturing, and healthcare sectors. Partnerships with local hospitals, biomedical firms, and Research Park will provide students with internships, apprenticeships, and opportunities to translate research into marketable products, fostering innovation and entrepreneurship.

The School of ECBE has established an Industrial Advisory Council (IAC) comprised of industry experts and employers who regularly provide input into the curriculum. These board members represent key local industries in the biotechnology, healthcare, and engineering sectors. The IAC ensures that the program remains relevant and aligned with evolving industry trends. Beyond workforce development, the program addresses broader societal needs by incorporating ethics, healthcare policy, and lifelong learning opportunities into its curriculum. Community engagement through seminars and public lectures will promote health awareness and technological literacy. By producing highly skilled graduates and fostering innovation, the program supports Illinois' strategic goals for talent development and economic competitiveness.

### **Comparable Programs in Illinois**

There are currently five doctoral research degrees or similar programs in Illinois (two at public universities and three at independent universities). Three of these programs are located in the Chicago region, and the other two programs are located in the North Suburban and Prairie regions. The proposed program will be the only doctoral research degree in the 14.0501 Classification of Instructional Programs (CIP) code in the Southern region.

While Illinois institutions such as the University of Illinois Urbana-Champaign, Northwestern University, and the University of Illinois Chicago offer well-established programs in biomedical engineering with broad emphases on biomaterials, biomedical imaging, computational modeling, and bioinformatics, SIUC's proposed PhD program is designed to provide a distinctive focus. The program emphasizes bottom-up, design-oriented approaches in areas such as biosensors, biomechanics, electronics, embedded systems, robotics, imaging, and artificial intelligence for biomedical data analysis. This orientation will enable students to apply engineering principles directly to biomedical challenges, advancing both medical technology and scientific understanding.

Similar to other programs, SIUC will leverage interdisciplinary collaboration; however, it will uniquely draw on resources from the SIU School of Medicine and foster partnerships with healthcare and industry to enhance translational research and commercialization. Additionally, SIUC plans to maintain smaller class sizes and prioritize individualized mentoring, offering an alternative to the larger, more competitive programs in Chicago and Urbana-Champaign. The program is expected to have minimal impact on existing offerings, as its design-oriented focus and regional accessibility will attract students from Southern Illinois and beyond, including those progressing from SIUC's existing bachelor's and master's programs in biomedical engineering.

Institution Name	Program Name	Region Name
Independent, Not-for-Profit Institutions		
Illinois Institute of Technology	Ph.D. in Biomedical Engineering	Chicago
Northwestern University	Ph.D. in Biomedical Engineering	North Suburban
Rush University	Ph.D. in Biomechanics	Chicago
Public Universities		
University of Illinois Chicago	Ph.D. in Biomedical Engineering	Chicago
University of Illinois Urbana-Champaign	Ph.D. in Bioengineering	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

Admission to the PhD in Biomedical Engineering program typically requires a master's degree in biomedical engineering or a related field. However, applicants demonstrating exceptional research potential or outstanding academic qualifications may be considered for direct entry into the program upon completion of a bachelor's degree in biomedical engineering or a related field. Students currently enrolled in a master's program in the School of ECBE may be considered for accelerated entry into the program upon the recommendation of ECBE faculty.

Students holding a master's degree with a GPA of 3.25 on a 4.0 scale or higher may apply. For direct and accelerated entry, a bachelor's degree with a GPA of 3.0 on a 4.0 scale or higher is required. Exceptions can be made on a case-by-case basis and will be reviewed by the ECBE Graduate Affairs Committee. All applications for admission must include the following: a statement of research interest, transcripts, official GRE scores, and three reference letters. The English proficiency requirement and any applicable exemptions will be determined according to Graduate School guidelines.

Admission, degree requirements, graduation, and time limits are subject to the general guidelines of the Graduate School.

#### Curriculum

The PhD in Biomedical Engineering requires completion of a structured sequence of coursework and research designed to provide depth in core areas and flexibility for individual specialization. Students must complete nine credit hours of 500-level Biomedical Engineering (BME) courses, excluding BME 592 (Special Investigations in Biomedical Engineering) and BME 599 (Thesis), drawn from at least three distinct areas within the program. In addition, students entering with a master's degree will complete 12 credit hours of other graduate-level BME or Electrical and Computer Engineering (ECE) courses, while students admitted through direct or accelerated entry will complete 18 credit hours. A maximum of nine credit hours of ECE coursework may be applied toward the degree. All students must also complete three credit hours of graduate-level mathematics and 24 dissertation credit hours. Up to three credit hours of BME 592 may count toward the degree, while seminar courses (BME 580 and ECE 580) are excluded. All candidates must have completed a two credit-hour course in life sciences that includes medical ethics.

The program emphasizes research in four cross-disciplinary areas represented by ECBE faculty: (1) Biomechanics and Mechanobiology, including cellular mechanotransduction, tissue development, and computational biomechanics; (2) Biosensors and Medical Embedded Systems, focusing on bio-MEMS, medical electronics, and artificial intelligence applications; (3) Biophotonics, Medical Imaging, and Medical Instrumentation, encompassing optical imaging, image reconstruction, and robotics; and (4) Bioinformatics and Computational Biomedical Engineering, which includes healthcare software, machine learning, and biomedical modeling. This structure enables students from diverse academic backgrounds, such as engineering, biological sciences, computer science, physics, and mathematics, to pursue advanced research aligned with their interests.

The program offers flexibility and individualized pathways, supporting students' professional goals through hands-on design projects, access to state-of-the-art laboratories, and opportunities for industry engagement. A distinctive feature is the bottom-up design approach for advanced biomedical systems, integrating software tools with experimental validation. Students will have opportunities to participate in internships, co-ops, and collaborative projects with medical institutions and local biotech companies, including partnerships through Research Park. These experiences promote the translation of academic research into commercial biomedical solutions and provide entrepreneurial exposure. Courses will be delivered primarily in a face-to-face format, with select offerings available online. The degree is designed for completion within three to five years, with all courses offered in semester format.

#### Assessment of Student Learning

SIUC has established processes to measure and analyze student learning outcomes data. Coursework in the proposed program will include writing assignments, examinations, and project reports. Research work will include the creation and defense of an original dissertation, including an oral examination.

#### Program Assessment

The PhD in Biomedical Engineering program will be subject to continuous and systematic evaluation to ensure academic quality, relevance, and alignment with institutional priorities and industry standards. Multiple assessment methods will be employed to monitor program effectiveness and guide improvements. Faculty productivity will be reviewed annually by the school director, and faculty members will conduct periodic self-assessments to evaluate course content, instructional methods, and alignment with program objectives. The Graduate Affairs Committee will perform an annual review covering student learning outcomes, curriculum updates, enrollment trends, graduation rates, placement statistics, and cost study data. The committee will also ensure that course offerings remain current with technological advancements and support interdisciplinary collaboration. Recommendations from the Industrial Advisory Council will be incorporated into project selection and dissertation topics to maintain industry relevance.

Student feedback will be collected through anonymous surveys administered regularly to assess course quality, faculty effectiveness, and overall program experience. Exit surveys will be conducted prior to graduation, and alumni will be surveyed nine months post-graduation to evaluate career preparedness and identify areas for improvement. Employer surveys will also be distributed to gauge satisfaction with graduate performance and program outcomes. Data from these surveys will inform curriculum adjustments and instructional enhancements.

Evaluation will focus on key performance indicators, including faculty teaching effectiveness, research productivity, interdisciplinary engagement, student participation in internships and funded research, and graduate employment rates. Additional metrics will include career advancement, employer satisfaction, retention and graduation rates, and time-to-degree completion. Diversity and inclusion will be monitored to ensure the program attracts and retains students and faculty from underrepresented groups. Budgetary reviews will confirm that the program remains financially sustainable while delivering high-quality education and research opportunities. The overarching goals of evaluation are to maintain a curriculum that reflects technological advancements, achieve high student retention and graduation rates, support faculty and student research excellence, and foster an inclusive academic environment. The program will also aim to increase external funding,

encourage publication in high-impact journals, and strengthen partnerships with industry and healthcare organizations to enhance experiential learning and job placement outcomes.

### **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 PhD in Biomedical Engineering program will be housed in the College of Engineering, Computing, Technology, and Mathematics, located in a modern four-building engineering complex near Campus Lake. Existing classrooms, office space, laboratories, and instructional technologies are sufficient to implement and sustain the program. Smart classroom technology is available throughout the College, and three classrooms have been renovated to allow synchronous attendance and asynchronous access to recorded lectures for students enrolled online. ECBE faculty members have dedicated offices, and each research group is provided space for graduate students, typically accommodating six students per office. Faculty research laboratories are equipped with specialized experimental and computational tools tailored to their research areas, and these facilities also support advanced graduate-level courses.

The School of ECBE maintains extensive laboratory resources, including facilities for bio-MEMS, biomedical measurements, biomedical instrumentation, photonics, robotics and control, high-performance computing, and embedded systems. These labs house standalone servers and HPC clusters for computational biomedical engineering, bioinformatics, medical image reconstruction, and AI-driven biomedical data analysis. Additional resources include laboratories for electronic design, nanoelectronics, mixed signal testing, network systems, VLSI research, wireless communications, and 3D manufacturing for rapid prototyping of biomedical devices and implants. Plans are underway to acquire a cleanroom for micro- and nano-scale biomedical device fabrication through external grant funding. At the College level, students will have access to biomechanics, cell culture, tissue engineering, and biomaterials research labs, while partnerships with SIU's School of Medicine and local hospitals will provide access to clinical equipment, diagnostic tools, and translational research opportunities. At the University level, SIUC's imaging facility offers advanced technologies such as scanning electron, transmission electron, atomic force, and light microscopy, along with x-ray analysis and image processing capabilities. Expert technical support and training are available to ensure full utilization of these resources. The Office of Information Technology supports research computing needs through its BigDAWG HPC system, which includes 40 nodes with Intel XEON processors, 20 cores per node, and 46 TB of storage, enabling complex computational tasks in bioinformatics and machine learning.

Research Park provides additional support for research commercialization, offering laboratory space, prototyping equipment, and business incubation services. Biomedical researchers benefit from mentorship, regulatory guidance, and assistance in securing funding through grants and industry partnerships, facilitating the translation of research into commercial applications. Morris Library further enhances program resources with over 2.6 million volumes, 36,000 current periodicals, and access to statewide and national databases. Advanced services such as research

consultations, data management, GIS support, and multimedia courseware development are available, along with specialized technology including multimedia workstations and 3D printing. The library participates in major consortia such as CARLI and ARL, ensuring comprehensive access to scholarly materials. Together, these facilities provide robust support for instruction, research, and innovation in biomedical engineering, ensuring that students and faculty have access to the infrastructure necessary for high-quality academic work and interdisciplinary collaboration.

## **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 program will be supported by existing faculty in the School of Electrical, Computer, and Biomedical Engineering. These faculty members possess the academic preparation and experience necessary to ensure the objectives of the program are met. All faculty hold terminal degrees in their respective fields from accredited institutions and have demonstrated expertise through scholarly publications, funded research projects, and graduate-level teaching experience. Faculty will provide academic leadership, develop and teach graduate-level coursework, mentor doctoral students, and guide research activities. Faculty responsibilities include assisting students in identifying research questions, designing experiments, securing external funding, and publishing findings in peer-reviewed journals. Adjunct faculty from related disciplines such as medicine, computer science, mechanical engineering, and physics will complement the program by offering specialized courses, supervising dissertations, and providing access to additional research facilities. Practicing professionals from SIU's School of Medicine and regional healthcare institutions will further enrich the curriculum and strengthen industry connections.

SIUC is committed to recruiting and retaining diverse faculty, including individuals from underrepresented groups. The University's Affirmative Action and Diversity Plan outlines strategies for inclusive hiring practices, targeted outreach, and retention initiatives. These include participation in national diversity-focused job boards, engagement with professional organizations serving minority scholars, and the use of diverse search committees. Faculty of color are supported through mentoring programs, professional development workshops, and access to leadership training. The University also offers affinity groups and networking opportunities to foster an inclusive academic environment. Retention efforts include competitive compensation, research support, and opportunities for advancement through tenure and promotion processes that recognize contributions to diversity and equity.

Faculty are supported by robust institutional resources that enable them to fulfill their academic responsibilities effectively. SIUC provides access to state-of-the-art laboratories, high-performance computing facilities, and advanced imaging technologies to facilitate research. The University offers internal grant programs, travel funds, and assistance with external funding applications. Faculty development is further supported through workshops on pedagogy, research compliance, and grant writing. Teaching effectiveness is evaluated through student feedback, peer reviews, and annual performance assessments, while research productivity is measured by publications, patents, and funded projects. Workload assignments comply with Faculty Association agreements, and merit-based evaluations inform salary adjustments and recognition. The program director will oversee graduate admissions, program assessment, and student progress, supported by the Graduate Affairs Committee, which reviews curriculum proposals and program modifications. Together, these measures ensure that faculty and staff have the qualifications, resources, and institutional support necessary to maintain a high-quality doctoral program.

### **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.*

Southern Illinois University Carbondale is not requesting additional financial resources from the state to support the proposed program. Current budgets, faculty, staff, and facilities are adequate to support the program.

### **Accreditation and Licensure**

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

The proposed program will not seek any specialized accreditation, and graduates do not require licensure, certification, or entitlement requirements.

### **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, institutional policies, tuition, fees, and curriculum, will be published on the University's website.

### **Staff Conclusion**

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

### **University of Illinois Urbana-Champaign**

**Proposed Degree Title in the Region of Authorization:** Bachelor of Arts in Sports Media in the Prairie Region

#### *Projected Enrollments and Degrees*

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
25	100	25

### **Background**

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to offer a Bachelor of Arts (BA) in Sports Media in the Prairie Region. The proposed degree responds to a significant increase in student interest in careers related to sports media, as evidenced by application essays, advising conversations, and enrollment trends in existing sports media courses. Students pursuing this field demonstrate diverse career aspirations that extend beyond traditional broadcasting roles to include sports public relations, branding, documentary production, content creation, and other media-based professions.

The 124-hour program is designed to provide a rigorous, interdisciplinary education that integrates core coursework in advertising, journalism, and media and cinema studies with specialized instruction focused on the sports industry. Students will also have access to elective courses offered by the Department of Recreation, Sport, and Tourism in the College of Applied Health Sciences, fostering broader interdisciplinary engagement. This structure ensures that graduates develop both theoretical knowledge and practical skills relevant to contemporary sports media careers. The proposed program will prepare students for professional roles such as sports broadcasters, strategic communication specialists, public relations professionals, content creators, and digital storytellers. The program will be jointly administered by the three departments within

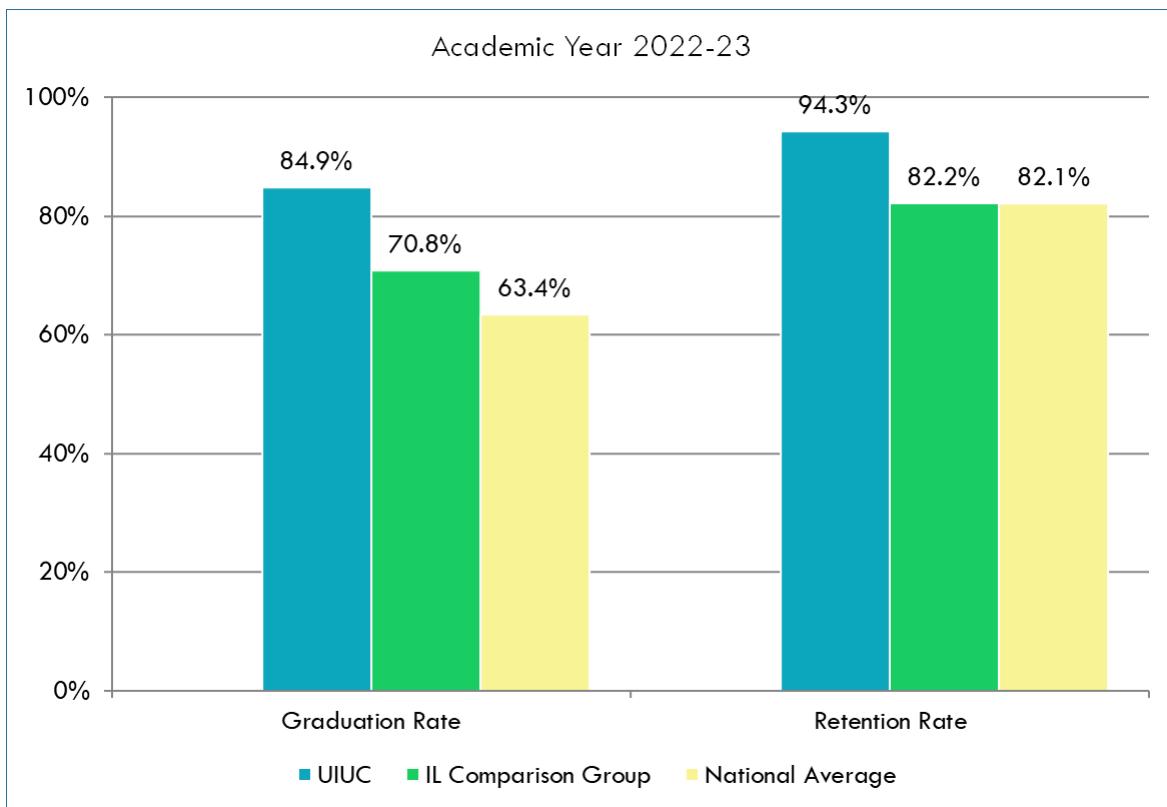
the College of Media: the Charles H. Sandage Department of Advertising, the Department of Journalism, and the Department of Media and Cinema Studies, with additional elective opportunities through the College of Applied Health Sciences' Department of Recreation, Sport, and Tourism. While students will enroll in courses shared with existing majors in advertising, journalism, and media and cinema studies, the BA in Sports Media offers a distinct curricular focus on sports media across disciplines, differentiating it from current programs and providing a unique educational pathway for students seeking careers in this growing industry.

### **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 passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

#### **Undergraduate Graduation Rates and Retention**



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

#### Undergraduate Graduation Rate

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

#### Undergraduate Retention Rate

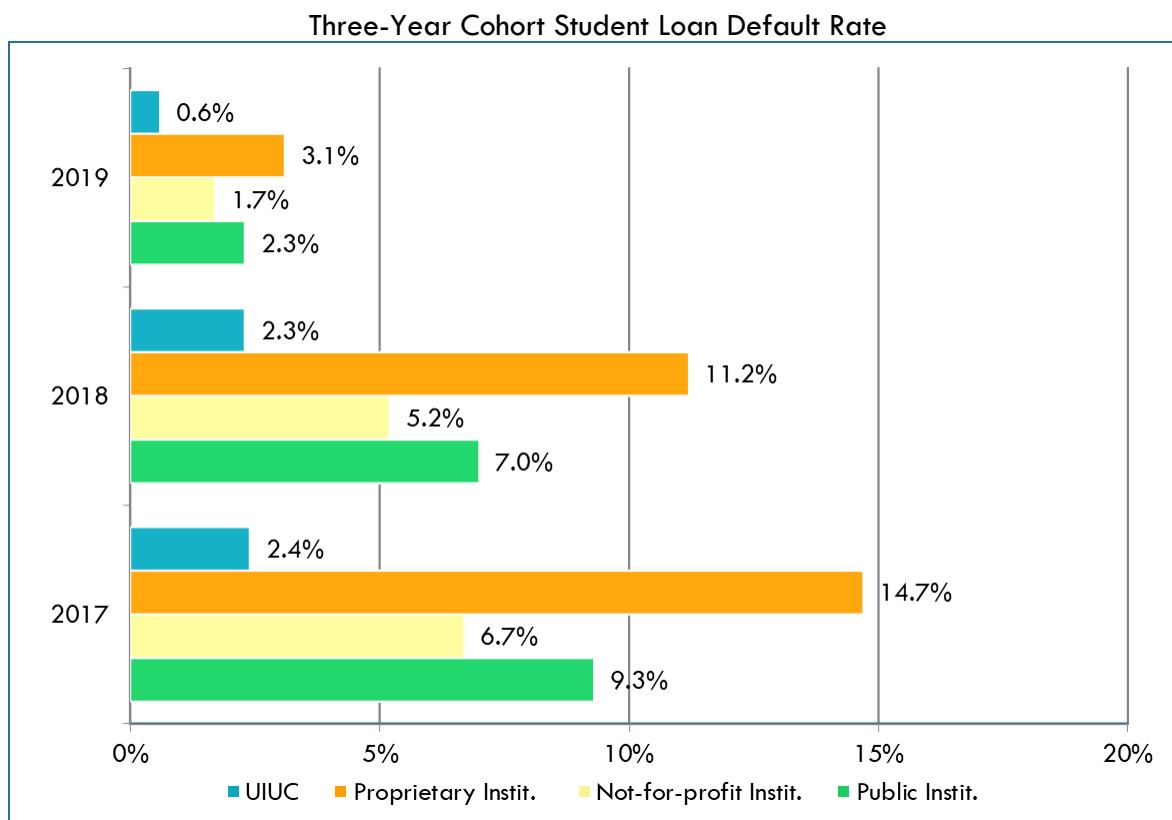
Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

#### Undergraduate Completions per 100 FTE

Academic Year 2022-2023	University of Illinois Urbana-Champaign	Comparable Illinois Institutions
	24	23.2

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. For the University of Illinois Urbana-Champaign, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, and substantial numbers double major and take more than 12 (up to 18) credit hours, and the standard calculation does not account for these factors.



Source: National Center for Education Statistics, U.S. 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 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 Bachelor of Arts in Sports Media is economically consistent with the educational priorities and workforce needs of the State of Illinois. Media and communication skills, including writing and speaking, data analysis, content creation, and project management, are in high demand across multiple sectors. According to the U.S. Bureau of Labor Statistics (BLS), media and communication occupations are projected to have approximately 104,800 openings annually over the next decade. These positions include broadcast announcers, journalists, public relations specialists, writers, editors, photographers, and film and video editors. The Illinois Department of Employment Security (IDES) projects 4,970 average annual job openings combined in advertising, marketing, promotion, and public relations, and 2,395 annual openings in media and communication, with additional openings in entertainment-related roles such as producers and directors between 2022 and 2032.

The interdisciplinary education offered through the BA in Sports Media aligns with these high-growth areas by preparing students for careers in public relations, film and video editing, camera operations, market research, and strategic communication. Media skills are also increasingly valued in business, education, government, and non-profit organizations, providing graduates with opportunities for advancement across diverse industries. Sports media represents a particularly dynamic segment of the media and communications field. The rise of streaming platforms, podcasting, and multi-screen sports viewing has transformed how teams, fans, and brands interact. Graduates who understand these evolving dynamics will be well-positioned to meet employer needs and capitalize on emerging opportunities in the marketplace.

Students enrolled in the College of Media, including those in the proposed program, will have access to Media Career Services, which offers career exploration events, individualized advising, and job search support. These resources will help ensure that graduates transition successfully into the workforce and contribute to Illinois' economic development.

<b>Illinois Employment Projections, 2022-2032</b>			
<b>Occupation Title</b>	<b>Employment 2022</b>	<b>Employment 2032</b>	<b>Employment Change (%)</b>
Entertainers Performers and Sports Workers (27-2000)	27,898	29,445	1,547 (5.55%)
Public Relations Specialists (27-3031)	8,676	9,099	423 (4.88%)
Agents/Business Managers of Artists/Performers/Athletes (13-1011)	218	230	12 (5.50%)
Advertising, Marketing Promo, Public Relations	62,780	64,990	2,210 (3.52%)

and Sales Managers (11-2000)			
Producers and Directors (27-2012)	3,253	3,522	269 (8.27%)
All occupations	6,369,370	6,538,492	169,122 (2.66 %)

Source: *Illinois Department of Employment Security*

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

The proposed BA in Sports Media supports Goal 1, *Equity*, of *A Thriving Illinois*, to close equity gaps for students who have historically been left behind. The College of Media has developed a comprehensive framework of initiatives designed to ensure that students from diverse backgrounds have the resources and support necessary to succeed in this program. The associate dean for access and engagement will collaborate with the faculty program coordinator to monitor student performance and completion rates. This includes analyzing course outcomes and working with the courses and curriculum committee to review and revise program offerings to meet the needs of all learners. These proactive measures ensure that equity considerations are embedded in both program design and ongoing evaluation. Moreover, the New Voices Internship Program, launched in 2021, provides first-generation students with paid internships, mentorship, and community-building opportunities within the College of Media. Students participate in a one-credit hour course led by the assistant director of career services, where they engage with faculty and administrators, complete communications projects, and learn about campus resources. This initiative has proven effective in fostering a sense of belonging, improving retention, and closing experience gaps that often disadvantage students from under-resourced high schools. By equipping these students with professional skills and confidence, the program enables them to compete successfully for internships and career opportunities beyond the University.

Additional equity-focused initiatives include alumni mentoring programs, which connect students with professionals in their desired fields and personalized academic advising, which ensures individualized guidance and referrals to campus resources. To further promote access, the College offers experiential learning opportunities, such as industry visits in Chicago and faculty-led study abroad programs in London. Recognizing the financial barriers that can limit participation, the College has established an Experiential Learning Grant, awarded at admission, to support students with substantial financial need. These combined efforts demonstrate the College's commitment to creating an inclusive and supportive environment for BA in Sports Media students that advances equity in higher education and aligns with statewide priorities for diversity, equity, and inclusion.

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 System and the University of Illinois Urbana-Champaign have demonstrated an ongoing commitment to affordability and access, ensuring that higher education remains attainable for Illinois residents. System-wide initiatives include the President's Award Program (PAP) and PAP Honors, which provide annual awards of \$5,000 and \$10,000 respectively for up to four years to highly capable students who are first-generation, Pell/MAP eligible, or from low-sending Illinois counties and high schools. The University also participates in the State of Illinois AIM HIGH Grant Program, which offers merit-based financial assistance to eligible students.

At the campus level, the University of Illinois Urbana-Champaign provides over \$538 million annually in financial aid, with approximately 70 percent of undergraduates receiving some form of assistance. Of this amount, more than \$221 million comes from institutional sources, primarily as need-based grants and scholarships for Illinois residents. Two signature programs underscore this commitment: Illinois Promise, which began in 2005, covers tuition, fees, room and board, and books for Illinois residents at or below the federal poverty level; and Illinois Commitment, launched in 2019, which covers tuition and fees for Illinois residents with family incomes of \$75,000 or less. Together, these programs serve approximately 24 percent of Illinois resident undergraduates. The College of Media reinforces this institutional commitment by awarding over \$500,000 annually in scholarships to new and continuing students and by providing grants for experiential learning and internship support for students with financial need. These initiatives ensure that affordability and access remain central to the sustainability of the proposed BA in Sports Media.

The proposed program will contribute to *Goal 3, Growth, of A Thriving Illinois, to increase talent and innovation to drive economic growth*. The program is designed to provide meaningful, hands-on experiences that prepare students for careers in the dynamic sports media industry. The program responds to sustained student interest in sports-related careers, as demonstrated by enrollment trends in courses such as the Introduction to Sports Journalism (JOUR 161), Sports Public Relations (ADV 214), and Sports Media Technology and Culture (MACS 224), as well as participation in the Sports Media certificate program and the student-run television show Illini Sports Night. These offerings have consistently attracted students from across the College of Media, reflecting the interdisciplinary nature of sports media and the need for a dedicated degree program.

Students enrolled in the BA in Sports Media will benefit from a curriculum that integrates academic coursework with experiential learning opportunities. A key feature of the program is the requirement for students to complete either a sports industry internship or a senior capstone course, ensuring that graduates pair theoretical knowledge with practical experience. Internships will be supported by Media Career Services, which provides individualized advising and connections to employers. The College of Media maintains strong partnerships with Fighting Illini Productions and the Department of Intercollegiate Athletics, offering students direct access to Big Ten athletics and opportunities to observe and participate in the inner workings of collegiate sports media. These relationships, combined with the proximity to Illinois' robust sports and media markets, particularly in Chicago, will enable students to gain real-world experience and build professional networks that support career placement.

Beyond internships, students will have opportunities to engage in faculty-led experiential learning programs, including visits to advertising agencies, newsrooms, and media organizations in major markets. The College will also leverage its extensive alumni network in the sports industry to provide mentorship and additional immersion experiences. Participation in Illini Sports Night will allow students to develop skills as reporters and producers in a live broadcast environment, further enhancing their readiness for careers in sports journalism, public relations, content creation, and digital storytelling. By combining interdisciplinary coursework with high-impact practices such as internships, apprenticeships, and field experiences, the BA in Sports Media program will expand access to professional pathways and ensure that graduates are prepared to compete successfully in a rapidly evolving industry.

## **Comparable Programs in Illinois**

According to the IBHE Program Inventory, four institutions currently offer baccalaureate programs in Sports Communication (Classification of Instructional Program or CIP code 09.0906). There are four comparable programs offered at three Independent, not-for-profit universities including Bradley University (BA/BS in Sports Communication), DePaul University (BA in Intercultural Communication and BA in Sports Communication), and Lewis University (BA in Sports Media). The only public university offering a similar program (BA/BS in Sports Communication) is located in the Central region at Illinois State University.

The proposed program at UIUC will provide students with an additional option at a public university and will be the first BA in Sports Media program in the Prairie region.

Institution Name	Program Name	Region
Independent, Not-for-Profit Institutions		
Bradley University	BA & BS in Sports Communication	Central
DePaul University	BA in Intercultural Communication	Chicago
DePaul University	BA in Sports Communication	Chicago
Lewis University	BA in Sports Media	South Metro
Public Universities		
Illinois State University	BA and BS in Sports Communication	Central

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 University of Illinois Urbana-Champaign seeks to transform lives through education. As such, the College of Media “is committed to meeting the evolving demands of an increasingly connected global society through agile media education, cutting-edge scholarship, and professional synergies, all devoted to facilitating enlightened public decision making; fair, accurate, balanced, and contextual representation of all groups in our society; and the preparation of a new generation of leadership in advertising, communications research, journalism, media and cinema studies, and public media.” The proposed BA in Sports Media aligns with this mission by providing an interdisciplinary educational pathway for students seeking careers in the growing sports media industry.

## **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

The proposed Bachelor of Arts in Sports Media program will be open to first-year students, transfer students, on-campus intercollegiate transfers, and students seeking reentry to the University of Illinois Urbana-Champaign. Admission for first-year and transfer applicants will be based on a review of academic credentials and demonstrated interest in the major. Applicants should articulate their interest in sports media through application materials, including short-answer responses and evidence of relevant experiences.

Transfer applicants must present a minimum cumulative college GPA of 3.0 on a 4.0 scale to be considered for admission. International applicants must submit proof of English proficiency, with a minimum TOEFL score of 100. These requirements are designed to ensure that students admitted to the program possess the academic preparation and language proficiency necessary to succeed in a rigorous, interdisciplinary curriculum.

#### Curriculum

Students in the Bachelor of Arts in Sports Media program will complete a total of 124 credit hours, consistent with the other existing bachelor's degree programs in the College of Media. This includes general education requirements, the residency requirement of 45 hours of UIUC coursework (of which 21 hours must be at the 300 or 400 level), and a minimum of 40 hours of upper-division coursework. All courses applied toward major or general education requirements must be taken for a letter grade. The curriculum is designed to provide an interdisciplinary foundation for understanding the contemporary sports media landscape while offering applied training in skills essential for success in sports media careers. Required coursework integrates perspectives from advertising, journalism, and media and cinema studies, ensuring students gain both theoretical knowledge and practical experience. The program also offers flexibility through elective options to accommodate varied student interests and career goals.

Students in the BA in Sports Media will complete the following required courses:

- MDIA 100: College of Media Orientation
- MDIA 103: Sports Media for Majors
- ADV 214: Sports Advertising and Branding
- JOUR 161: Introduction to Sports Journalism
- MACS 224: Sports Media Technology and Culture
- MDIA 498: Media Capstone or ADV/JOUR/MACS 495: Internship
- 12 credit hours of sports media electives

- Nine credit hours of Media electives at any level

This curriculum ensures that students develop a broad understanding of sports media while acquiring specialized skills through advanced coursework and experiential learning opportunities such as internships or capstone projects. The program's structure supports preparation for careers in sports journalism, public relations, content creation, and digital storytelling.

#### Assessment of Student Learning

To assess student learning, the proposed BA in Sports Media program will adhere to the guidelines and procedures established by UIUC's Council on Learning Outcomes Assessment which include a review of student work for all courses in the major by the faculty director of the program, a biennial review of syllabi for courses by the College Courses & Curriculum committee, and an evaluation of the placement and success of students in high-impact experiential learning opportunities such as internships, research with faculty, and participation in the College's public engagement activities. Students will also be included in the campus Illini Success Survey, providing first destination data after graduation.

In addition, the Instructor and Course Evaluation System (ICES) is used to provide vital feedback on faculty and teaching assistant performance and the impact on general teaching and learning issues. The faculty coordinator of the program will meet annually with faculty to review learning objectives and make recommendations to enhance student learning.

#### Program Assessment

The College of Media will conduct a holistic review of the BA in Sports Media program, including ongoing evaluation and a formal program progress report at the end of its third year. Elements of the evaluation will include a learning outcomes assessment; analysis of data comparing BA in Sports Media student participation in experiential learning opportunities and college and department events with those of other degree programs in the College of Media; and an assessment of program outcomes including time to degree, graduation rates, and job placement and career advancement. The College will also incorporate feedback from student satisfaction surveys and formal focus groups.

#### 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 College of Media's current facilities are adequate to support the proposed program. Faculty will use existing offices, classrooms, and instructional spaces such as labs and studios in Gregory Hall and Richmond Studio to deliver courses. Faculty will also teach in general assignment classrooms within Gregory Hall and across campus. Existing equipment, labs, and production space in Gregory Hall and Richmond Studio will support high quality instruction in the BA in Sports Media

program. In addition, the College of Media is undertaking a donor-funded renovation project in 2025 that will result in the addition of a large iFLEX classroom in Gregory Hall. Current library collections, resources, and services are sufficient to support the program.

## **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 BA in Sports Media program will be developed and maintained by current faculty and staff. The program will be jointly administered by the three academic departments within the College of Media: the Charles H. Sandage Department of Advertising, the Department of Journalism, and the Department of Media and Cinema Studies. The University has identified institutional policies that ensure faculty and staff possess the training, credentials, and other related qualifications to provide instruction. A faculty coordinator will be selected from the existing College of Media faculty. The Courses and Curriculum committee will have representatives from all three departments, and the associate dean for student services will serve as an ex officio member. The College is also developing an advisory board comprised of alumni working in the sports media industry.

Student support services will be provided by members of the College of Media's Student Services Center, primarily by a program coordinator/academic advisor and by the assistant director of media career services. Staff have master's degrees in fields related to student personnel administration with years of experience working with students.

A formal faculty evaluation process is in place. Tenure-track faculty at the University are evaluated annually based on activity reports created in accordance with the Office of the Provost, Communication #9: Promotion and Tenure. The reports include comprehensive sections on research, teaching, and service, as well as an optional report on activities related to diversity, equity, and inclusion. The same report is the basis for tenure and promotion. Non-tenure track faculty are also evaluated annually in accordance with the Office of the Provost, Communication #25: Guidelines for Specialized Faculty Holding Non-Tenure System Positions.

Faculty and staff retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers equip them with the knowledge and skills necessary for leadership, including ways to enhance their ability to support and mentor faculty within their units. The Office of the Provost also

coordinates several leadership development programs to increase the pool of potential academic leaders on campus with an intentional focus on supporting faculty members to explore campus leadership and administrative roles.

### **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*

The University has adequate faculty, staff, and other instructional resources to administer the proposed program and is not requesting new state funds. Given the anticipated modest size of the program, there will be no significant effect on faculty numbers and teaching loads or class size and student-faculty ratios. Should the BA in Sports Media grow beyond projections, the additional tuition revenue generated by the program would allow for growth in faculty numbers to support instruction. Existing faculty and staff will provide instruction and administer the program.

### **Accreditation and Licensure**

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

There is no specialized accreditation or licensure required for the proposed program.

### **Program Information**

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

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

### **Staff Conclusion**

The staff concludes that the Bachelor of Arts in Sports Media 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.

### **Proposed Unit Title in the Region of Authorization: Social and Behavioral Science Institute in the Prairie Region**

**New Administrative Unit:** The proposal is for the establishment of the Social and Behavioral Science Institute. The institute will serve as a research unit investigating and addressing emerging issues facing society related to social and behavioral science including technology and society, health and well-being, institutions and organizations, belonging and inclusiveness, and environment and society.

### **Background**

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Social and Behavioral Science Institute (SBSI) in the Prairie region. The institute started in 2017 as a strategic initiative within the Office of the Vice Chancellor of Research and Innovation (OVCRI). Shortly thereafter, in 2018, the SBSI initiative was included in the University's strategic plan. SBSI was then housed within the Interdisciplinary Health Sciences Institute and received funding commitments from the chancellor and provost in 2019. Upon review of its structure, OVCRI determined that SBSI's mission would be supported and recognized by the University to become an established new unit of administration and would seek IBHE approval.

SBSI currently operates under OVCRI, serving primarily as a research unit without a direct instruction component. While SBSI does not directly support instruction, the unit provides training for faculty and graduate students (e.g. research methodological workshops and interdisciplinary research skills). The Social and Behavioral Science Institute serves over 1,000 social and behavioral science faculty and staff across more than 30 units located in every college and school across campus. SBSI's programming reflects a commitment to research excellence and maximizing public impact.

In the next five years, the Social and Behavioral Science Institute will concentrate on the following areas in social and behavioral science to address emerging issues facing society: technology and society, health and well-being, institutions and organizations, belonging and inclusiveness, and environment and society. The unit aspires to position UIUC as a national leader through excellence in social and behavioral science across disciplines by leveraging the unique strengths of the campus to foster groundbreaking advances. SBSI will maximize research impact through evidence-based public engagement and research-practice partnerships that bridge science and society to support the UIUC land-grant mission. As such, the unit will continue to foster a dynamic and inclusive social and behavioral science ecosystem across campus and provide professional development and training opportunities.

## 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.*

Approximately one-third of UIUC researchers work in the social and behavioral sciences, yet no existing interdisciplinary research unit is dedicated to unifying this large and diverse community. SBSI fills this critical gap by connecting more than 700 social and behavioral scientists and supporting their work through research development, training, and public engagement. Campus demand for SBSI's services is evidenced by trends such as a steady growth in small grant applications and requests for support on external funding proposals; increasing attendance at campus-wide gatherings and methods workshops; rising numbers of affiliate applications; expanding demand for Illinois Science Explorers programming; and, increasing requests from investigators in other areas (e.g., computing and technology) for social and behavioral science expertise on external funding applications.

The Social and Behavioral Science Institute also provides student learning and training opportunities in advanced research methods, policy, and public engagement. These opportunities make students more competitive for future work after graduating from UIUC. SBSI contributes to the sustainability of the University and the research enterprise by providing services and leveraging existing resources to support and foster innovative research and public engagement. The unit's areas of impact (e.g., technology and society, health and well-being, organizations and institutions, belonging and inclusiveness, and environment and society) are all responsive to regional and state needs and priorities. The unit works collaboratively with other centers and institutes at UIUC and organizes a range of activities to engage the social and behavioral research community.

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

The Social and Behavioral Science Institute supports *A Thriving Illinois: Goal 1, Equity, to close the equity gap for students who have historically been left behind*. An overarching goal of SBSI's work is to create a more diverse, equitable, and inclusive research, educational, and public policy landscape at the University of Illinois Urbana-Champaign. SBSI offers numerous opportunities for students such as working as research assistants on faculty-led SBSI-funded small grants, access to advanced methodical training, and serving as research policy fellows in local legislators' offices. These opportunities support an inclusive and equitable learning community for all.

The University actively supports faculty recruitment and retention through a number of programs. The Distinguished Faculty Recruitment Program is designed to enhance faculty excellence by supporting the recruitment of individuals who bring a range of perspectives, experiences, and backgrounds to the academic community. The Public Voices Fellowship is a year-long program open to tenured faculty who join a cohort of leaders with the intent of improving representation in the field and providing them with support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. SBSI supports the University's efforts to attract and retain a wide range of faculty. Numerous and varied opportunities for high-quality professional development are offered (e.g., ASCEND professional development program for assistant professors). The unit also provides opportunities for faculty to connect to the broader social and behavioral ecosystem and make connections across campus. Another initiative,

the President's Executive Leadership Program, is a professional development opportunity 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.

In alignment with *A Thriving Illinois: Goal 2, Sustainability, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, the Social and Behavioral Science Institute is committed to streamlining services and increasing external funding (e.g., grants, philanthropic donations) which will ultimately lead to making college more affordable for students. This includes working closely with other interdisciplinary institutes and centers across the UIUC campus to identify and capitalize on opportunities to collaborate and avoid duplication. SBSI is actively engaged with the Advancement Office at UIUC to secure additional philanthropic support. This funding will help the unit continue and grow its well-established programming and services, which include a grant program, research development services, and advanced methodological methods workshops, all of which are recognized and valued across campus.

The unit is housed in a previously underutilized space in the National Center for Supercomputing Applications (NCSA) building which maximizes space utilization. The facility provides dedicated offices, meeting space, and communication and networking capabilities.

The University of Illinois Urbana-Champaign has strong partnerships with businesses through statewide initiatives including the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with *A Thriving Illinois: Goal 3, Growth, to increase talent and innovation to drive economic growth*. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and non-profit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

SBSI helps to leverage local, regional, and state partnerships with business leaders and employer networks. Through policy-focused programming, SBSI supports efforts to engage with these networks and address the needs of Illinois citizens. The unit also holds a Future of Work symposium annually to gather researchers and graduate students from across campus to discuss topics such as the changing nature of work and the impact of these changes on organizations, the workforce, and society.

## **Comparable Units in Illinois**

The Social and Behavioral Science Institute at UIUC is the only unit in the state that is solely focused on social and behavioral science research, education, and public engagement efforts. SBSI is distinctive in catalyzing high-impact research. The unit is a central convenor for interdisciplinary research collaboration and skills development. SBSI has engaged 86 units across all 14 colleges and schools at UIUC through gatherings focused on urgent societal issues. SBSI also offers workshops on cutting-edge research methods. These events have routinely reached capacity with extensive waitlists, demonstrating high campus demand. Across its programs, SBSI provides hands-on research, policy, and methodological training opportunities for undergraduate and graduate students, preparing them to contribute to evidence-based solutions for societal problems. The unit has been awarded approximately \$1.4 million to more than 60 research teams, generating a 19:1 return on investment in external funding. SBSI has supported over 35 external funding proposals, resulting in more than \$8 million in awards.

### **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 Social and Behavioral Science Institute's mission is to drive transformative social and behavioral science at the University of Illinois Urbana-Champaign that transcends disciplinary boundaries. SBSI aspires to position UIUC as a national leader through excellence in social and behavioral science across disciplines by leveraging the unique strengths of the campus to foster groundbreaking advances.

### **Assessment of Outcomes**

*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.*

The Social and Behavioral Science Institute uses three central sets of metrics to monitor progress toward meeting its strategic priorities. SBSI tracks the extent to which the unit's funding programs and proposal development assistance leads to external funding; analyzes short and long-term interactions and involvement of stakeholders for a wide range of SBSI activities; and monitors the unit's connections and programs with the public. SBSI's effectiveness will be measured by increased external funding to support social and behavioral science research, teaching, and outreach efforts; increased interdisciplinary research teams and projects, including or led by social and behavioral scientists across campus; and increased connections and collaboration between social and behavioral science researchers across campus.

The unit submits an annual report to OVCRI which includes an overview of the unit's mission and vision; details and outcomes from research, education, and public engagement activities; current staffing assessment and future staffing plans; future opportunities and threats; annual budget and expenditures; and future strategic priorities and initiative plans. Additionally, SBSI holds a planning retreat with staff every summer. The focus of the retreat is to reflect on and assess the previous year's programming using outcome metrics collected throughout the year.

### **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's existing facilities are sufficient for the unit. The Social and Behavioral Science Institute is housed in the National Center for Supercomputing Applications building. The facility provides dedicated offices and a meeting space for staff and interns. In addition, SBSI has access to several large conference rooms which feature state-of-the-art communication and networking capabilities. The University possesses appropriate library resources to support the unit with access to online databases, books, journal holdings, methodological training videos, science communication guidelines, and grant application 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.

SBSI is a campus-wide institute which will continue to report to the Vice Chancellor for Research and Innovation. The SBSI director meets monthly with the VCRI to align the unit's efforts with campus goals, share information about administrative concerns and trends in social and behavioral science scholarship, and connect SBSI's work with other institutes and centers in the OVCRI portfolio. The SBSI director is an active participant in the monthly meetings of campus-wide institute and center directors and has frequent one-on-one meetings with key stakeholders (e.g., deans, department heads or chairs, and faculty). These meetings provide opportunities for bi-directional conversations on opportunities for synergy and collaboration.

The unit has over 200 faculty affiliates from approximately 37 campus units and 14 colleges and schools at UIUC. SBSI serves all social and behavioral science faculty across campus, regardless of affiliate status. The SBSI Affiliate Program is open to all tenure-track and non-tenure-track faculty and research staff on campus who are actively engaged in social and behavioral science research and who have had some type of involvement with SBSI. They are expected to be active participants

in the social and behavioral science community across campus and to complete a brief annual survey.

The University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty. 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 University remains committed to investing in targeted initiatives to recruit faculty who will enhance UIUC's global reputation through their contributions to a wide spectrum of research and innovation, while meeting the evolving academic interests and needs of students.

The Social and Behavioral Science Institute has an advisory board appointed by the director for staggered three-year terms and selected from a range of departments, colleges, and schools to reflect the breadth of social and behavioral science across campus. The advisory board serves as a sounding board for SBSI leadership and provides input on SBSI's thematic focus, strategic framework, and implementation efforts. The board also evaluates and selects the Social and Behavioral Science Impact award recipients.

### **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 Social and Behavioral Science Institute is not requesting new state funds. Existing faculty, staff, and other resources are adequate to support the unit. SBSI is supported by a variety of sources including budget funds from the Office of the Provost; funds from other units for collaborative projects; and gift funds. The budget includes personnel expenses, programming support for social and behavioral science research and public engagement, and professional development and training opportunities.

### **Accreditation and Licensure**

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

There is no specialized accreditation or licensure required.

### **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the*

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

Detailed information about the Social and Behavioral Science Institute will be published on the University's website.

### **Staff Conclusion**

The staff concludes that the Social and Behavioral Science Institute 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.