

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

Submitted for: Action.

Summary: This item requests approval of five (5) degree programs and three (3) centers at the public universities listed below.

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

Governors State University

- Doctor of Nursing Practice

Northern Illinois University

- Doctor of Philosophy in Art Education

Southern Illinois University Carbondale

- Doctor of Philosophy in Agricultural Sciences

University of Illinois at Urbana-Champaign

- Master of Public Health

Western Illinois University

- Bachelor of Science in Nursing

University of Illinois at Chicago

- The Institute for Environmental Science and Policy
- Center for Economic Education
- Center for Pharmacoeconomic Research

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 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, address University mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *The Illinois Commitment* that set forth priorities to guide Illinois higher education in the first decade of the new millennium. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Governors State University

- Doctorate of Nursing Practice

Background. Governors State University requests approval to offer the Doctorate of Nursing Practice (D.N.P.), which is conceived as the terminal degree for advanced practice in nursing. As conceived, the D.N.P. would replace the Master's degree in nursing practice specialties. As its name indicates, the D.N.P. is not intended as a research degree. It is separate and distinct from the Doctor of Philosophy (Ph.D.) and Doctor of Nursing Science (D.N.Sc.) degrees, which serve as research degrees in the discipline of nursing

The past several years have seen increased attention to the ongoing nursing workforce shortage at both entry into practice and advanced professional practice levels. Data from the U.S. Department of Labor suggest nursing will generate the greatest number of new jobs in the decade between 2004-2014. During this same period, the state of Illinois estimates a 19 percent increase in demand for registered nurses, as well as a 20 percent increase in the need for replacements. Faced with this increased demand, the nursing profession has engaged in serious discussion over the past four years as to how best to meet the changing needs and skills required of professional practitioners, in particular the need for nursing faculty. The Doctorate of Nursing Practice (D.N.P.) has been developed as one response to this discussion.

The Illinois Commitment. The Doctorate of Nursing Practice will address the following goals of *The Illinois Commitment*:

Goal 1: Higher Education will help Illinois business and industry sustain economic growth. Health care is a key economic driver in Illinois. By serving the needs of this industry, the program will serve the economic needs of the state.

Goal 3: No Illinois citizen will be denied an opportunity for a College education because of financial need. The proposed program will be offered at a tuition and fee level that is lower than the published rates of comparable programs in the state.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education. The program will address access and diversity by continuing the University's commitment to providing access to a diverse student population.

Goal 5: Illinois Colleges and universities will hold students to even higher expectations for learning. The proposed program is based on national quality standards and the institution will seek specialized accreditation as soon as the program is eligible.

Comparable Programs in Illinois. In the two and one-half years since the D.N.P. degree received endorsement by the membership of the American Association of Colleges of Nursing as the preferred advanced practice degree in nursing, over 190 D.N.P. programs have been recognized as either operating or under development. Two of these programs currently exist in Illinois, one at Rush University and a second at the University of Illinois at Chicago. Both Illinois programs are primarily urban in nature. The proposed degree will seek to attract students from Iroquois, Kankakee, Will, DuPage, and south Cook County. Although Governors State University draws many students from the city and south suburbs, it is on the edge of a rural area that will benefit from the program's services. These counties often have particular difficulty in recruiting nursing faculty. In addition, the proposed program has an emphasis in preparing nursing faculty. Neither the Rush University nor the University of Illinois at Chicago programs specifically prepare new nursing faculty.

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.

Governors State University (GSU) has a unique mission to provide affordable access to education for those who have been traditionally underserved by higher education. That mission is implicit in the mission of the College of Health to provide accessible and quality health and human services education; to foster a commitment to lifelong learning, scholarship, and professional ethics, and an appreciation of diversity; and to infuse its programs into community partnerships for the economic development of the region. The proposed program is intended to advance the missions of both the University and the College by making advanced nursing studies available to individuals in the region.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

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

Admission Requirements

Applicants are expected to meet the following admission requirements:

- Graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone review comparable to that of the American Association of Colleges of Nursing's Baccalaureate Essential criteria and must score a minimum of 213 on the computer-based TOEFL;
- A minimum undergraduate nursing GPA of 3.0 on a four point scale, or equivalent "B" average. Applicants not meeting this criterion may be considered for conditional admission status;
- Evidence of current registered nurse licensure in the state of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for-out-of-state students intending to complete practice requirements outside the state of Illinois), and
- Grades in all previous Master's degree course work of "B" or better.

Curriculum

Students will be assigned to work closely with a faculty advisor within a specific program of practice. Faculty for the program have specialties in the following clinical tracks: Primary Care, Acute Critical Care, Gerontology, Nursing Administration, Behavioral and Mental Health, Family Nurse Practitioner, Community Health, and Nursing Education. The proposed program has a special focus on the care of vulnerable populations and leadership.

The Doctorate of Nursing Practice program will have two entry points: post-Masters of Science in Nursing and post-Bachelor of Science in Nursing. The degree will require 44-47 post-Master's credit hours or a total of at least 86 post-baccalaureate credit hours. The program will be configured to meet the American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice*.

The post-Master's entry option requires a minimum of 1000 practice hours beyond the baccalaureate degree. The program's core curriculum consists of 34 credits, including, Healthcare Leadership, Diversity, Spirituality and Social Issues, Policy, Power and Politics in Nursing Leadership, Leadership Internship, Epidemiology, Advanced Evidence-Based Practice, Interprofessional Collaboration, Management Information for Decision Support, Responsible Conduct of Research, Biostatistics, Capstone Project Development, and D.N.P. Capstone Project. In addition, the student will complete 10-13 credits (3-4 courses) from one of the following cognate areas: Practitioner/Educator, Community Behavior, Leadership/Administration, and Direct Practice.

Students entering at the post-baccalaureate level may select from the following clinical specializations: adult clinical nurse specialist, geriatric clinical nurse specialist, acute care clinical nurse specialist, or nursing leadership/administration. Students may complete the D.N.P. post-Master's core courses after the foundation courses in the Master's program have been completed, providing greater flexibility in curriculum progression.

Students selecting the Clinical Practice option must complete 42 credit hours, including Theoretical Perspectives for Advanced Practice Nursing, Advanced Clinical Pathophysiology, Advanced Health Assessment, Pharmacotherapy in Nursing, Health Care Policy and Nursing, Clinical Issues in Adult Health, Research in Adult Health, Adult Health and Illinois, Clinical Specialist in Adult Health, and Adult Health Internship and Project. Students selecting the Nursing Administration concentration must complete 42 credit hours, including Theoretical Perspectives for Advanced Practice Nursing, Health Care Policy and Nursing, Introduction to Health Care Organization, Healthcare/Nursing Informatics, Clinical Issues in Adult Health, Research in Adult Health, Nursing Administration, Health Care Program Planning and Research, Integrated Performance Improvement for Health Care Organizations, Health Care Human Resource Management, Seminar in Nursing Administration, and Practicum in Nursing Administration.

Students will complete a capstone project in which the student will be required to produce a publishable manuscript, a grant proposal, or another similar project.

Assessment of Student Learning Outcomes

Upon completion of the D.N.P. program, graduates will be able to:

1. Demonstrate advanced levels of clinical judgment and scholarship in nursing practice;
2. Critically analyze complex clinical situations and practice systems;
3. Evaluate and apply conceptual models, theories, and research in order to improve health care of diverse populations;
4. Systematically investigate a clinically focused area of nursing in order to advance health care;
5. Analyze the social, economic, political, and policy components of health care systems that affect care planning and delivery;
6. Assume leadership roles in the development of clinical practice models, health policy, and standards of care; and
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Student learning will be assessed using both formative and summative measures. Formative evaluations will occur through discussion postings, student presentations, written papers, and projects developed to fulfill internship and residency requirements. Summative evaluation will be accomplished through a capstone project.

Program Assessment

The proposed program will require evaluation of all components of the learning process, including but not limited to admission standards, time to graduation, post-graduation employment patterns, retention to graduation, student and employer satisfaction with the program, and instruments designed to capture changes in knowledge and practice behaviors from admission to graduation. Once approved, the program will be placed on the University's normal program review cycle, with results reported to the Illinois Board of Higher Education. The program will also submit a required progress report at the end of its third year of operation. It is expected that 85 percent of students sitting for practice certification will achieve that certification on the first attempt and 95 percent will have passed by the second attempt.

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.

Physical resources available to the program include an array of “smart classrooms” equipped with VCR’s, projectors, and computers. Additional laptop computers and portable LCD equipment are available for faculty use. A laboratory with six examination tables and simulation models is dedicated for use by the Nursing Department. Adequate space for faculty and support staff offices has been identified on campus.

Library

All students will have access to the requisite library resources, both directly and through remote access. The GSU library contains more than 432,000 titles, including 26,000 multimedia items and over 2,100 periodical subscription titles in both print and online format. Of the total library collection, 4,500 titles relate to nursing and 30,000 relate to the health sciences. Over 75 electronic databases are licensed and published through the library’s web page and may be accessed both on and off campus. The University’s online catalog database enables users to search and borrow from over 16 million titles in the holdings of 65 academic and research libraries in Illinois.

Technology and Instructional Resources

Both students and faculty will have the support services and technical support necessary to participate in the class. Students will also have access to course support resources.

The Center for Online Teaching and Learning provides technical and instructional support for students engaged in distance instruction. A Writing Center on the University campus and online is available for students who require assistance with writing.

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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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.

All faculty teaching in the program will possess the experience and terminal degrees required to teach in the program. The Dean of the College and four tenure/tenure track faculty currently teach in the University's Nursing programs. All hold either a Ph.D. or practice doctorate (N.D./D.N.P.). Clinical specialization courses will be taught by clinical experts who hold certification in the area of nursing specialization and, a minimum, a Master's degree in nursing. Faculty will be evaluated on an annual cycle in compliance with University Professors of Illinois guidelines and with careful attention to student feedback on the match between the student's learning needs and the faculty's teaching.

The GSU Nursing Department has one full-time secretary, one full-time academic advisor, and a graduate student providing administrative support to faculty and students.

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.

No new state funds are requested to offer the proposed program. This program will be funded through a combination of initial start-up funds in the form of an Advanced Education Nursing grant from the Health Services and Resources Administration Division of Nursing, tuition revenue, and a limited reallocation of existing funds. The federal grant funds are budgeted at \$150,000 per year for the first three years.

The proposed budget assumes that two to three new faculty positions will be added over time, although these positions may be used to replace more experienced faculty assigned to primary roles in the program. Institutional funds are also requested for one new support staff and two new graduate assistants.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

In order to ensure that the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN 2006) are being incorporated into D.N.P. programs, both specialized accrediting bodies for nursing (The Collegiate Commission on Nursing Education and the National League for Nursing Accrediting Commission) have determined programs leading to the D.N.P. credential will be eligible for accreditation. It is expected the first accreditation visits by both bodies will occur in the 2008-09 academic year. Governors State University has built its proposal around the

national standards developed by these accrediting agencies and anticipates seeking accreditation as soon as the program is eligible.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 state of Illinois and the nation as a whole are experiencing an acute shortage of nurses. The U.S. Department of Labor projects nursing will generate the greatest number of new jobs among all professions between 2004 and 2014. Vacancy and retention issues are compounded by the aging of the current nursing workforce. The average age of all registered nursing is currently 46.8 years, with 25.5 percent over 54 years of age, and only 8.1 percent under the age of 30.

There is also an acute need for advanced practice nurses. A range of factors has fueled this need, including highly specialized care, increased knowledge about disease states, population health and prevention, shortages in other health-related disciplines, increasing numbers of uninsured or underinsured individuals, and the growth of practice alternatives.

In addition to helping meet the nursing shortage, the Doctorate of Nursing Practice is intended to increase the number of nursing faculty. One of the major barriers to increasing the supply of registered nurses and advanced practice nurses is the lack of qualified faculty. This nursing faculty shortage is compounded by the fact that in nursing it is customary for practitioners and educators to gain field experience between degrees. This means recipients of nursing doctoral degrees are on the whole older than those holding doctorates in other disciplines. This precipitates a shorter professional lifespan for nursing faculty.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The University's text for its catalog and website provides accurate descriptions of the degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for the proposed program, as well as procedures governing faculty and student affairs. The University's cancellation and refund policies are reasonable and fair, and its publications include accurate statements about its accreditation and on the transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that the Doctor of Nursing Practice program proposed by Governors State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30,

and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Northern Illinois University

- Doctor of Philosophy in Art Education

Background. Northern Illinois University requests authority to establish the Doctor of Philosophy (Ph.D.) in Art Education in the Fox Valley Region. The proposed program would be administered by the School of Art within the College of Visual and Performing Arts. The proposed program is designed to train its students in research, theoretical and philosophical developments, and the advanced application of new knowledge in art and visual culture. Graduates of the program will be prepared as researchers, scholars, and leaders in art education, museum and community art centers, and other cultural institutions. The University currently offers ten baccalaureate and Master's degree programs in the visual and performing arts, including theatre, art, art history, studio art, music, and music performance. In addition to degree programs, Northern Illinois University has extensive investment in the visual and performing arts, including museum collections such as the Burma Collection, Historic Scenic Collection, the Lyric Opera of Chicago Historic Scenic Collection, and the University's permanent collection. The Ph.D. in Art Education will build on the resources supporting the existing degree programs and other University investments related to the visual and performing arts.

The Illinois Commitment. The Doctor of Philosophy in Art Education will address the following goals of *The Illinois Commitment*:

Goal 1: Higher Education will help Illinois business and industry sustain economic growth. The proposed program will make significant economic impact on art-related non-profit and for-profit entities by contributing faculty expertise to work with organizations such as museums, galleries, and community art complexes to increase their competitiveness and viability.

Goal 3: No Illinois citizen will be denied an opportunity for a College education because of financial need. Northern Illinois University's program will be comparatively more affordable than other doctoral programs in the field because it will offer a combination of a lower public University tuition rate and opportunities for graduate research and teaching assistantships, which include tuition waivers.

Goal 5: Illinois Colleges and universities will hold students to even higher expectations for learning. To ensure high quality outcomes in the program, the College of Visual and Performing Arts and the Graduate School will establish a strong emphasis in the program on research that combines experimental, quasi-experimental, and action-based methodologies with the development of rigorous theoretical models for learning through the arts. Once approved, the program will seek a specialized accreditation in art and design.

Comparable Programs. The University of Wisconsin at Madison, located over 110 miles from DeKalb, is the closest institution offering a doctoral degree in art education. Ph.D.'s in art history offered by the University of Illinois at Urbana-Champaign and at Chicago, as well as Northwestern University, and the University of Chicago, focus on a different segment of the discipline. The University of Illinois at Urbana-Champaign also offers a Doctor of Education in Music.

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 objectives of the Ph.D. in Art Education are consistent with Northern Illinois University's overall mission and its "focused" mission to pursue statewide goals and priorities. The proposed program serves to address the missions of the University and the College.

Program Objectives

The Ph.D. in Art Education is designed to accomplish four major goals:

- To respond to the growing societal need for high-quality education as manifested in federal education reforms, such as those under the "No Child Left Behind" in which art is designated as a core subject, by focusing on student learning in and through the visual arts;
- To offer a theoretically rigorous doctoral degree program that leads to the investigation of and leadership in art and visual culture from pre-school through secondary school levels, in higher education, and in a variety of related cultural settings;
- To respond to the need to diversify the professorate for the future by actively recruiting minority doctoral students and providing opportunities for research studies germane to diversity issues; and
- To respond to the need for accessible and affordable education in art education by establishing a degree program at a public University that is geographically accessible to the majority of the state's population base.

More specifically, the program is designed to promote research, theoretical and philosophical developments of students, and the application of new knowledge in art and visual culture. Upon completing the program, graduates will be prepared to work as researchers, scholars, and leaders in the field of art education in many venues, including K-12 schools, colleges and universities, museums and community art centers, and other cultural institutions. Graduates will also be prepared to contribute substantial knowledge, exhibit original scholarship, and conduct independent research on teaching and learning in the fine arts and other forms of visual culture.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

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

A student seeking admission to the Ph.D. in Art Education must meet all requirements of the Graduate School, including completing an M.S., M.A., or M.F.A. at the University or its equivalent at another accredited college or university, submit acceptable scores for the Graduate Record Examinations, and show evidence of writing and English-language proficiency as defined by the Graduate School.

Curriculum

The curriculum of the proposed program consists of at least 90 semester hours of graduate coursework, including 30 hours completed for the Master's degree in an acceptable academic major. All graduate coursework beyond the Master's degree must be approved by the Office of the Dean of the Graduate School. Each student must have an advisor and a graduate committee responsible for the student's progress and success in the program, including approval of the preliminary examination and the dissertation and its oral defense.

The 60 semester hours of coursework required for the Ph.D. in Art Education consist of 15 hours of core courses, nine hours of courses focusing on research tools and methodologies, 12 to 15 hours of cognate requirements to provide depth in one aspect of art education, 12 to 15 hours of approved elective courses related to art education, and 12 hours in doctoral research and the dissertation.

To be admitted to candidacy for the Ph.D. in Art Education, a student must pass a written candidacy examination based on core courses and other graduate courses in the field. Upon successful completion of the candidacy exam, a dissertation committee for the student will be appointed by the Dean of the Graduate School. The dissertation culminates in an oral defense by the student before the dissertation committee. The dissertation must be an original work of high quality and publishable and it must meet all requirements of the Graduate School.

Assessment of Student Learning Outcomes

Assessment of student learning in the program includes a combination of direct and indirect methods that will provide evidence of each student's attainment of the intended learning outcomes. Each outcome will be assessed using multiple measures, including: a pilot study of each student prior to embarking on the dissertation research; student college teaching and/or internships within three years of admission to the program; a candidacy examination, with the expectation that 90 percent of the students will pass the examinations; successful defense of the dissertation, with 90 percent of students expected to complete and defend; and external review of completed dissertations. Other means of assessment are exit interviews, surveys of program graduates, and regular review of each student's performance in quizzes and examinations by each student's academic advisor and dissertation director. The dissertation committee will be responsible for monitoring the student's progress. Results of the various assessment methods will be used to improve the program.

Program Assessment

Northern Illinois University's Academic Planning Council conducts a systematic and comprehensive review of all degree programs on an 8-year cycle consistent with Illinois Board of Higher Education (IBHE) program review policies. The assessment findings, including recommendation of actions to improve programs are submitted to the Northern Illinois University

(NIU) Board of Trustees and the IBHE. The proposed program will participate in these assessment processes. A report summarizing progress made by the Ph.D. in Art Education will be submitted to the IBHE at the end of the third year of operation.

Northern Illinois University's Constitution and Bylaws mandate an annual evaluation of all tenured and tenure-track faculty members at the school, College, and University levels. This review is conducted through a peer-review process and an administrative review that includes areas of teaching, scholarly and creative accomplishments, and public service. The results of the evaluation are used in decisions for appointments, promotion, salary, and tenure, which require approval by the NIU Board of Trustees.

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 Visual and Performing Arts and the School of Arts have sufficient facilities to meet the needs of the Ph.D. in Art Education. These include classrooms, laboratories, centers, a museum, and equipment. The University maintains 14 on-campus computer labs. All students, staff, and faculty are provided email accounts and needed online services. Every faculty office is equipped with a computer that provides access to the Internet.

As a research degree program, the Ph.D. in Art Education program will meet all equipment needs of its students, including digital, still, and video cameras, digital and slide projectors, and computer stations specifically configured with software for arts-based research.

Library

The Founders Memorial Library holds a collection of more than two million volumes. It provides faculty, students, and staff with a wide variety of services, including library instruction, mediated searches, interlibrary loan, document delivery on and off-campus, and electronic reserves. Hard copy journals, online journals, and electronic resources such as *ERIC* and *ArtAbstracts* are also available in the library and from the Visual Resources Center located in the School of Art, and all electronic resources are available on the Internet. Other resources on subjects such as visual culture and literacy, physical anthropology, mental imaging, and museum studies are also available and accessible to the library's patrons.

Library resources supporting the proposed program include six journals specific to art education. The library's holdings in the Library of Congress designated section for art study and teaching are comparable to the collection of the University of Illinois at Urbana-Champaign. The University's art education programs maintain a historic art education library of significant documents in the field dating back to the mid-1800's and extending to the present. The library holds over 1,600 volumes of historical books, exhibition catalogs, and archived art teaching materials and journals. The Ph.D. in Art Education may also use other resources at the

University, including those at the School of Art Visual Resources Center, the NIU Art Museum, and the NIU Anthropology Museum.

Technology and Instructional Resources

The School of Art maintains specialized laboratories with computers that have design software to meet the instructional needs of faculty and the learning needs of students. All faculty and students have access to the Blackboard system. The Faculty Development and Instructional Design Center provides regular programming for faculty on instructional techniques, including Blackboard features and smart classroom technologies.

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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 College of Visual and Performing Arts and the School of Art have strategically recruited art education faculty over the past five years with the implementation of the proposed Ph.D. program in mind. Six tenured or tenure-track faculty members will have primary responsibility for the program. Three are full professors, one is an associate professor, and two are assistant professors. Each faculty holds an earned doctoral degree in art education and was hired at the completion of a national search. They have significant experience teaching in graduate programs and directing theses and dissertations.

All current art education faculty are recognized scholars who have extensive experiences in educational research and theory development. Some have experience as K-12 teachers or teacher educators.

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.

No new state resources are requested to establish the Ph.D. in Art Education. The program will be funded through a combination of available funds from federal sources, existing resources in the Department of Art Education, and internal reallocations in the fifth year of operation.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

Upon receiving approval to grant the proposed degree, Northern Illinois University will seek a specialized accreditation for the Ph.D. in Art Education from the National Association of Schools of Art and Design. Within the College of Visual and Performing Arts, programs in art, music, and theatre are accredited, respectively, by the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Association of Schools of Theatre. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University was first accredited by the Commission in 1915.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 program will contribute to meeting the growing demand for recipients of doctorates in art education, spurred largely by projected retirements from the field. Over the past three years, there have been more art education positions available in higher education than the number of new graduates with terminal degrees in the field. For example, from 2001 to 2004, 48 universities in 25 states and British Columbia advertised 70 positions for faculty members and program administrators in art education. In 2004, only eight doctoral degrees were awarded in art education while 24 vacancies were advertised. Northern Illinois University was one of 12 colleges and universities whose search for doctorates trained in art education faculty failed. In 2005, 30 positions were advertised for holders of terminal degrees in art education but only 14 degrees had been awarded that year.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Northern Illinois University's Ph.D. in Art Education, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost

information as well as University and graduate school policies, will be published on the University's website. Comparable information will be published in hard copy in the University's Graduate School Catalog. Similar information is available from the Graduate School and the College of Visual and Performing Arts upon request.

Staff Conclusion. The staff concludes that the Ph.D. in Art Education program proposed by Northern Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Southern Illinois University Carbondale

- Doctor of Philosophy in Agricultural Sciences

Background. Southern Illinois University Carbondale requests authority to offer the Doctor of Philosophy (Ph.D.) in Agricultural Sciences in Region 9, the Southern Region. The proposed program will complement the extensive doctoral programs currently offered by the University and contribute to the University's mission of serving the state and region with strong instructional, research, and public service programs. Agriculture is integral to the Illinois economy, which ranks second nationally for total agricultural exports and fifth for crop receipts and total value of farm real estate. Illinois is the second largest corn and soybean producer and it ranks fourth in hog production. Illinois is also a significant supplier of raw wood products; businesses that depend on forest resources contribute over \$30 billion a year to the Illinois economy. These and many other aspects of agriculture and rural environment are the research focus of the College of Agricultural Sciences at Southern Illinois University Carbondale (SIUC).

The establishment of the Ph.D. in Agricultural Sciences, and its collaboration with numerous agricultural and natural resource commodity groups, will further enhance the University's agricultural related contribution to Illinois. If approved, the program will strengthen the College of Agricultural Sciences' ability to recruit and retain outstanding and diverse faculty and students, obtain more federal and industry grants and contracts, publish high quality research, and collaborate on regional and national projects for the betterment of southern Illinois, the state, and the nation.

The Illinois Commitment. The Doctor of Philosophy in Agricultural Sciences will address the following goals of *The Illinois Commitment*:

Goal 1: Higher Education will help Illinois business and industry sustain economic growth. This goal will be addressed by producing doctorally-trained scientists and researchers who will work for businesses and industry, government and higher education, and the biological, pharmaceutical, and medical industries.

Goal 3: No Illinois citizen will be denied an opportunity for a College education because of financial need. The University will charge lower tuition, fees, and housing costs compared to similar universities to provide access for students to complete their doctoral programs while minimizing their debt. Financial assistance will also be available to students in the program, including graduate assistantships and other scholarship and fellowship programs at the University.

Goal 5: Illinois Colleges and universities will hold students to even higher expectations for learning. To meet this goal, early in the Ph.D. in Agricultural Sciences, students will be required to develop a high level of competency in writing grant proposals and in communicating technical information to both technical and non-technical audiences. All coursework will be approved by a graduate committee to provide the background and skills necessary to improve the quality of student research and expertise. Prior to working on the dissertation, students will be required to take and pass a comprehensive examination with both written and oral components. Completion of the dissertation and its defense will also be a means for quality assurance in the program.

Comparable Programs in Illinois. The University of Illinois at Urbana-Champaign is the only Illinois institution currently offering doctoral programs in Animal Science, Nutrition, Genetics, and Reproductive Biology. The proposed Ph.D. in Agricultural Sciences will be different from and yet will complement the University of Illinois' Ph.D. programs. SIUC's program will have a core curriculum with an interdisciplinary focus in broad areas of human and animal systems, plant systems, renewable natural resources, rural economic development, agribusiness economics, international agricultural education, and agricultural operations and systems.

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 goals and objectives of the Ph.D. in Agricultural Sciences are consistent with SIUC's mission. The University's mission indicates the University will offer "a full range of baccalaureate programs and it is committed to graduate education through the doctoral level, and gives priority to research." The mission addresses statewide goals and priorities, including supporting the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research; and cultivating and sustaining a commitment in research and instruction to address problems and policy issues related to the region's and the state's natural resources and environment.

Program Objectives

The Ph.D. in Agricultural Sciences is designed to meet several objectives, including:

1. Providing students with a strong interdisciplinary doctoral education in the physical, biological, and social processes that enhance, regulate, and sustain agriculture by preparing Ph.D. graduates to work, teach, and conduct high quality research;
2. Maintaining an environment that will enable researchers to solve increasingly complex agricultural and rural environmental problems that require sophisticated methodology and technology for obtaining, analyzing, and synthesizing data;
3. Training doctoral graduates to help meet the increasing demand in colleges and universities, industry and government; and
4. Offering advanced graduate education to underrepresented groups that have not traditionally received doctoral degrees in agriculture.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

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 Ph.D. in Agricultural Sciences includes all Graduate School admission requirements, appropriate GRE and TOEFL scores, and an earned Master's degree in agriculture or a related field with a GPA of 3.25 or higher on a 4.0 scale.

Curriculum

The proposed interdisciplinary Ph.D. in Agricultural Sciences is closely modeled after the successful Ph.D. in Agricultural Sciences at West Virginia University. It will consist of six areas of emphasis in agricultural sciences: plant and soil sciences, forestry, agricultural systems, animal science, food and nutrition, and agribusiness economics. A student will focus on one of the six emphases. The curriculum consists of required coursework, written and oral examinations, and completion of and an oral defense of the dissertation.

The required coursework for the program consists of a minimum of 60 to 63 semester credits beyond the Master's degree consisting of four groups of courses: two hours of graduate seminar, 14 to 17 hours of a common core in agricultural sciences, including courses in statistics, experimental design, and research and teaching communications, 20 hours of structured courses appropriate to each student's area of emphasis, and 24 semester hours in dissertation seminars. This coursework will be offered primarily by the College of Agricultural Sciences.

With the help of an academic advisor, each student will form a graduate advisory committee made up of at least five graduate faculty members who will constitute the examining committee, which in turn must approve a plan of study. While the majority of committee's members must be from the College of Agricultural Sciences, it may also include faculty members from other Colleges in the University. The student's major professor and the graduate advisory committee will monitor progress until program completion.

The dissertation is the culmination of the doctoral program. The student's graduate advisory committee will monitor the student's progress on the dissertation. When the dissertation is completed to the satisfaction of the graduate advisory committee, the committee will administer a public final oral examination that will focus on defense of the dissertation. When the dissertation and the final oral exam are successfully completed, the student will be recommended to the Graduate School for the doctoral degree.

Assessment of Student Learning Outcomes

Assessment of student learning in the Ph.D. in Agricultural Sciences will be multifaceted. Each student must maintain a minimum GPA of 3.25 out of 4.00. Grades of C or lower will not earn credit towards completion of the degree. Each student's progress will be monitored by the dissertation advisor and the graduate advisory committee. Each student must pass both a written and an oral comprehensive examination prior to admission to candidacy for the degree. The dissertation project will be evaluated and approved by the dissertation committee. The candidate will successfully defend the dissertation. Other modes of assessment of student learning in the program are evaluating the student's teaching, and evaluating the student's presentations in seminars.

Program Assessment

The faculty responsible for the proposed program will participate in evaluating the program annually, with a more intensive evaluation every five years. The evaluations will include information about the quality of students admitted to the program, student retention, graduation rates, and time to degree completion, results of alumni and employer surveys, the quality of research projects, presentations in seminars, and publications by students and graduates of the program. The outcomes will be shared with the Dean of the College.

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 Agricultural Sciences has ample facilities for faculty, staff, and students. The facilities include research laboratories, classrooms, and computer labs located in the Agriculture Building, and an additional building with a total of over 100,000 square footage for support of existing programs offered by the College and the proposed program. In addition, the College has Plant and Animal Science Research Centers in Carbondale and Belleville. These facilities house a comprehensive field support available for all aspects of research in horticulture, agronomy, weed science, plant protection, forestry, swine science, beef science, dairy science, and equine science.

The College has a network of more than 20 cooperative research locations throughout Illinois, including state parks, the Touch of Nature Environmental Center, the Crab Orchard National Wildlife Refuge, and the Shawnee National Forest. In addition, the College has core genomics and biotechnology facilities with a dedicated support scientist and modern research facilities, including laboratories and greenhouses to support programs in plant and soil sciences, forestry, agricultural systems, animal science, food and nutrition, and agribusiness economics. State-funded support personnel are located at each center.

Library

The University has indicated that library materials at Morris Library are adequate to support all active agricultural sciences programs and the proposed Ph.D. in Agricultural Sciences. The library provides access to a number of research databases, including *Agricola*, *CAB Abstracts*, *Biological Abstracts*, and *Web of Science*. Through these databases, students and faculty have access to 10,000 agriculture related journals, book chapters, theses and dissertations, conference proceedings, and other materials. The library also provides full text access to at least 1,037 online journals in the agricultural sciences and it holds subscriptions to hundreds in print.

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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 interdisciplinary nature of the Ph.D. in Agricultural Sciences requires that faculty support for the program be drawn from several programs within the six broad areas in agricultural sciences coordinated by the College. The proposal indicates that over 50 faculty members from the College of Agricultural Sciences are capable of supporting the proposed program. About 58 percent of the faculty members have terminal degrees.

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.

No new state resources are requested to establish the Ph.D. in Agricultural Sciences. The program will be funded through existing resources at the University, resources from non-state external grant support, state resources available through internal reallocation, and federal funds.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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 or professional accreditation for the Ph.D. in Agricultural Sciences. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It was first accredited by the Commission in 1913.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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.

There is a significant and growing need for Ph.D.s in agricultural sciences in Illinois and across the U.S. Several factors contribute to demand, including approximately 30 percent of current agriculture faculty are expected to retire in the next five to ten years, the University's College of Agricultural Sciences will need to replace nearly one-third of its faculty due to retirement during that same period. According to a Survey of Faculty in Agriculture, Renewable Natural Resources and Forestry conducted by the Food and Agricultural Education Information System, there has been a decline of ten to fifteen percent in graduate enrollments in agriculture in the past five years in the U.S., and there has been a large increase in the number of international students enrolled in agricultural programs and many will return to their countries upon graduation.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Southern Illinois University Carbondale's Ph.D. in Agricultural Sciences, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and graduate school policies, will be published on the University's website. Comparable information will be published in hard copy in the University's Graduate Catalog. Similar information is available from the Graduate School and the College of Agricultural Sciences upon request.

Staff Conclusion. The staff concludes that the Ph.D. in Agricultural Sciences program 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 at Urbana-Champaign

- Master of Public Health

Background. The Master of Public Health Degree in the Department of Kinesiology and Community Health in the College of Applied Health Sciences is designed to offer a Council on Education for Public Health accredited program on the Urbana-Champaign campus of the

University of Illinois. The proposed program will require 48 semester credit hours and will include theoretical, laboratory, and internship coursework. In addition, a capstone clinical research experience will be required. The program will include required courses in the five core public health areas: Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences. Additional coursework will be required in one of two areas of specialization. A unique feature of the program will be a focus on the public health needs of the rural population of Illinois.

The Illinois Commitment. The proposed program will meet several goals of *The Illinois Commitment*, as summarized below.

Goal 1: Help Illinois business and industry sustain strong economic growth. Strengthening the infrastructure of public health throughout the state will increase the productivity of the workforce throughout Illinois and contribute to the reduction of health and social-care costs associated with both communicative and non-communicative diseases.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels. The proposed degree program will partner with K-12 public schools to examine issues related to the health of children and youth. The Department of Kinesiology and Community Health has developed a number of on-going collaborations with school districts across the state that will be available to program students and faculty with interests in children and youth.

Goal 3: No Illinois citizen will be denied an opportunity for a College education because of financial need. A wide variety of scholarships and grants-in-aid will be available to qualified students including those in financial need.

Goal 5: Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning. The Department of Kinesiology and Community Health is committed to the systematic evaluation of student learning outcomes. A wide variety of methods are routinely used to assess student performance and learning, including course performance, practicum and internship performance, assessment of culminating experiences (including comprehensive exams and capstone coursework), annual performance review, and student surveys.

Need

Criterion 1050.30(a)(6): A) The unit of instruction, research, or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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.

National and state demographic trends predict unprecedented increases for the foreseeable future in the number of older individuals and persons with disabilities. One of the consequences of these demographic shifts is a substantial increase in the need for public health services and for the advancement of the knowledge base underlying the delivery of those services. According to the U.S. Department of Labor, public health professions will experience substantial growth between now and 2014, with a growth rate of 18-26 percent during that period.

The American Public Health Association reports high current employment rates and all programs accredited by the Council on Education for Public Health maintain an 80 percent or

greater employment rate for graduates. As the need for public health services continues to increase, the need for well prepared public health professionals and scientific investigations of the most efficient and efficacious public health activities will also increase. Projected public health personnel needs far exceed the capacity of current programs to meet the demand.

Comparable Programs in Illinois. The proposed program will be the first accredited Master of Public Health program located in central Illinois and the only one that specifically addresses the public health needs of rural populations as a key element of its curriculum. There are currently three accredited Master's of Public Health granting programs in Illinois. The University of Illinois at Chicago (UIC) has the only accredited School of Public Health in Illinois. It is the largest program in the state with 258 students enrolled in 2006. Northern Illinois University (NIU) offers an accredited program catering to part-time students working as health care professionals by offering classes in the late afternoon and evening. Specializations include health promotion, health services management, and generalist. Northwestern University offers an accredited program with evening classes for professionals. Faculty members are housed in a wide variety of departments. Similar to NIU, this program draws from a different pool of potential students than the proposed program at the University of Illinois Urbana-Champaign (UIUC). Furthermore, the high demand statewide for graduates from accredited public health programs suggests the addition of an accredited program at UIUC would have minimal impact on enrollments at UIC, NIU, or Northwestern. In addition, there are two unaccredited programs in the state, offered by the University of Illinois at Springfield and Southern Illinois University Carbondale.

Mission and Objectives

Criterion 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 proposal is consistent with the UIUC Strategic Plan goal to increase the visibility and impact of Illinois research and educational programs related to human health.

Program Objectives

The core competency requirements and areas of knowledge basic to public health and required in all Master of Public Health programs for Council on Education for Public Health accreditation include:

Biostatistics: including the collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.

Epidemiology: including distributions and determinants of disease, disabilities, and death in human populations, the characteristics and dynamics of human populations, and the natural history of disease and the biologic basis of health.

Environmental health sciences: environmental factors including biological, physical, and chemical factors that affect the health of a community.

Health services administration: including the planning, organization, administration, management, evaluation, and policy analysis of health programs.

Social and behavioral sciences: including the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

In addition to the core competency areas listed above, Council on Education for Public Health accreditation also requires the acquisition of practical knowledge and skills through participation in planned, supervised, and evaluated practicum/internship experiences.

According to Council on Education for Public Health standards, a Master of Public Health program may feature a University's unique areas of strength through an interdisciplinary model by including a limited number of concentrations beyond the generalist/core program. The proposed program features two such concentrations: Prevention and Chronic Disease Reduction and Health Policy and Administration, with foci on rural health.

Curriculum and Assessment

Criterion 1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record-keeping.

Criterion 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

Students entering the program are expected to have completed undergraduate coursework in data collection and processing, including issues of measurement and questionnaire design, computerization, descriptive health measures, and statistical analysis through regression. Deficiencies in these areas will require additional coursework, as necessary, for successful completion of the degree.

Curriculum

The proposed program is designed on a two-year completion model. A minimum of 48 hours of graduate credit is required; 20 hours of coursework is required in the Core Competency Areas of Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences. In addition, 16 hours of coursework is required in one of two specialization areas, either Health Policy and Administration or Prevention and Chronic Disease Risk Reduction. Three hours of electives are drawn from a wide range of courses to suit student interests. Students are also required to complete a field experience (4-8 hours) and a capstone research experience (4-8 hours).

Assessment of Student Learning Outcomes

A wide variety of methods will be used to assess student performance and learning, including course performance, practicum and internship performance, assessment of culminating experiences, annual performance review, and student surveys. All programs will be evaluated

relative to assessment of student achievement. Student assessment will be based on performance on examinations and evaluations of knowledge attainment, skill development, and attainment of competency as judged by faculty. Students who are completing their practicum will be evaluated by both the practicum on-site supervisor and their faculty advisor. Students will also be required to give presentations that are attended by both faculty and students. In addition, the advisor and preceptor will complete evaluations for each practicum experience. Academic performance will be monitored relative to attaining a 3.00 grade point average. Students falling below that level will be placed on academic probation and required to raise their GPA to at least 3.00 within the subsequent 12 semester hours of credit. Students will be invited to complete surveys and participate in focus groups. These assessments will be conducted on both a systematic and an ad hoc basis, depending on the nature and timing of the information needed. Finally, all graduates will be invited to participate in an exit survey in which a comprehensive evaluation of all aspects of the program will be sought.

Program Assessment

Each department and college at the University of Illinois is required to develop a specific strategic plan that is guided and informed by both the UIUC Campus Strategic Plan and the University of Illinois System-wide strategic plan. The Department of Kinesiology and Community Health has developed a strategic plan which serves as the major planning and evaluation blueprint for the department.

The Department will continue to track the following student performance benchmarks: pass rate of graduates on certification and licensure examinations, enrollment of graduates in graduate and/or professional programs or other subsequent education, percent of graduates employed in the field, career advancement achieved by program graduates, graduate/employer satisfaction with the program, retention and graduation rates and time-to-degree completion, percent of students involved in faculty research or other projects, and percent of graduate students presenting or publishing papers.

Program Information

Criterion 1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements (if any), schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The University of Illinois at Urbana-Champaign's text for its catalog and website provides accurate descriptions of the degree program offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for the proposed course of study, and procedures governing faculty and student affairs. The institution's cancellation and refund policies are reasonable and fair, and its publications include accurate statements about its accreditation and on transferability of earned credits to other institutions.

Facilities (space, equipment, instructional materials)

Criterion 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 institution anticipates space needs for the program to be approximately 10,000 additional square feet. This includes several dedicated classrooms, teaching and research laboratories, offices, and meeting and student space. There will be limited need for additional library acquisitions. Many of the journals required by students in the proposed program are similar to those used in other Public Health and Allied Health programs on the UIUC campus. The library has established collaborations with the medical collections at the UIC library, which will be available to students in the proposed program. The Office of the Provost and the College of Applied Health Sciences have developed a plan to accommodate the new program through new or renovated space.

Faculty and Staff

Criterion 1050.30(a)(3): A) The academic preparation and experience of faculty and staff to 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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 current Kinesiology and Community Health Department has seven faculty with expertise in epidemiology, health policy and administration, aging and health, rural health, community health promotion, prevention and chronic disease risk reduction, and rehabilitation and disability adjustment. The proposed program will require eight additional faculty full-time equivalencies (FTE) to meet program requirements. In addition, support would be needed for one adjunct faculty member and two new staff members. Faculty members in the proposed program will be full-time, tenure-track faculty in the Department of Kinesiology and Community Health.

Fiscal Resources

Criterion 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 institution anticipates enrollments of 60 students per year in two-year cohorts for a total enrollment of 120 students per year beginning in the third year. The proposed program is a self-supporting, tuition-based graduate program. Resources required to initiate the program will

be provided by the Office of the Provost. The institution plans for the program to be self-funded by the fourth year of operation.

Accreditation and Licensure

Criterion 1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

The institute intends to apply for accreditation for the program by the Council on Education for Public Health. There is no state licensure involved.

Staff Conclusion. The staff concludes that the proposed Master of Public Health degree program 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 for licensure.

Western Illinois University

- Bachelor of Science in Nursing

Background. Western Illinois University requests authority to establish the Bachelor of Science in Nursing (B.S.N.) to serve registered nurses who have completed an associate degree or a 3-year diploma program. The B.S.N. degree will add to and enhance the registered nurse's basic knowledge of the professional practice of nursing and provide them with an opportunity for career development and advancement in both nursing practice and nursing education. The proposed program will advance the field of nursing and, therefore, health care through fostering advanced, safe, and effective professional practice. The proposed program will be administered by the Department of Biological Sciences.

Western Illinois University currently offers six degree programs that are related to the proposed B.S.N. program: B.S. and M.S. in biology, B.S. and M.S. in communication sciences and disorders, B.S. in health services management, and B.S. in clinical laboratory science. Some resources supporting these programs will be used to support the proposed B.S.N. program.

The Illinois Commitment. The B.S. in Nursing will address the following goals of *The Illinois Commitment*:

Goal 1: Higher Education will help Illinois business and industry sustain economic growth. The proposed degree will address Goal One by meeting the high demand for nurses with baccalaureate degrees who are capable of a higher level and higher quality of patient care. Additionally, the program will help to minimize the recruitment of nurses away from local health care agencies with offers of higher salaries, opportunities for advanced education, and opportunities for professional development by providing these at the local level.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need. This goal will be met by the University through a lower tuition compared to private institutions or out-of-state institutions offering B.S.N. programs in the region. Because of its lower tuition, the program will be available to students from low income families in the region.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning. It is the plan of the University and the proposed B.S.N. program to offer a high-quality program through outcomes based on a set of nationally recognized nursing education standards established by the American Nurses Association and the Commission on Collegiate Nursing Education.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability. Establishing an R.N. to B.S.N. program is an efficient and effective way for Western Illinois University to produce baccalaureate qualified nurses because the program builds on completed nursing education at the associate degree or diploma program level by offering upper division nursing courses and necessary general education courses with a relatively low resource commitment.

Comparable Programs in Illinois. Approximately 33 R.N. to B.S.N. degree programs are offered in the state. Six of these programs are offered in Region 4, the University's service region. Only one of the six B.S.N. programs is offered by a public University. Based upon current tuition patterns, the University believes the proposed program will likely charge the lowest tuition among similar programs in the region.

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 goals and objectives of the B.S. in Nursing are consistent with Western Illinois University's overall mission and its "focused" mission to pursue statewide goals and priorities. The University's focused mission includes:

- Supporting a comprehensive general education curriculum and emphasizing baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;
- Supporting selected graduate programs with high demand at the Master's level;
- Sustaining a campus environment in which instructional, research, and service activities meet the needs of a diverse student body and workforce; and
- Serving the educational and cultural needs of west-central Illinois and providing off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center.

Program Objectives

The B.S. in Nursing is designed to prepare professional nurses to:

- Apply liberal education knowledge and principles to clinical decision-making, evidence-based practice, and working with and appreciating individual and cultural differences that affect patient care;
- Serve as care providers to individuals, families, groups, communities, and populations;
- Serve as designers, managers, and coordinators of health care;
- Develop an identity as professional nurses with concomitant development of appropriate professional values and ethics;
- Communicate effectively with patients, colleagues, and other members of health care teams; and
- Exercise accountability and responsibility for professional development as well as appreciate and pursue lifelong learning, including the pursuit of post-baccalaureate degrees.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

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

Admission Requirements

To be admitted to the proposed program an applicant must:

1. Submit a completed application by July 1 for enrollment in the following fall semester;
2. Complete an R.N. program with a minimum of 2.5 GPA out of 4.00, hold a current Registered Nurse license, and submit official transcripts from each post-secondary institution or nursing school attended;
3. Submit a copy of a current CPR card from Basic Life Support for the Professional (American Heart Association or American Red Cross);
4. Submit two professional reference letters – one academic instructor, and one clinical supervisor;
5. Provide documentation that other health requirements of the program (specified in the application form) have been met; and
6. Write a professional statement about the nursing profession and personal goals.

Curriculum

The curriculum for the proposed B.S.N. program consists of a total of 121 to 124 semester hours made up of a minimum of 60 hours from the completed associate degree in nursing or a 3-year nursing diploma, and a minimum of 61 semester hours from Western Illinois University. The 61 upper-division hours are grouped in five categories: 13 to 16 general education credits, 33 credits in professional nursing courses, three credits in a specialized area of nursing such as

gerontological nursing, rural nursing, and community mental health nursing, and 12 credits from other nursing courses and elective courses.

The curriculum is based on nationally recognized standards of the American Association of Colleges of Nursing, American Nurses Association, and the Commission on Collegiate Nursing Education which accredits baccalaureate and graduate nursing programs.

Assessment of Student Learning Outcomes

The program faculty will assess student learning in the program in multiple ways, including the student's performance in individual courses, and clinical requirements with an emphasis on providing high quality patient care, sensitivity to diverse cultures, accurate analysis of data, collaboration and team work, leadership or coordination required by a specific situation, ethics and respect for self and others, advocacy for clients, groups, and communities for health promotion, the design and evaluation of effective quality health care, and effective verbal and written communication.

Each student will meet with his or her instructor at least twice before the semester ends in addition to discussing performances on examinations and assignments. The student will also meet with his or her academic adviser twice a year to discuss individual strengths and weaknesses.

Each student in the program must maintain a minimum 2.5 overall GPA in courses taken at the University. A student with a GPA below 2.5 but above 2.00 will be placed on academic probation and will not be allowed to register for additional nursing courses until his or her cumulative GPA exceeds the minimum 2.5.

Program Assessment

Each course in the program will be evaluated by students in the class at the end of the semester and the evaluation results will be a part of the assessment tools for the program. Graduates of the program and their employers will be surveyed periodically and the outcomes will be used to improve the program. In addition, both the College of Arts and Sciences and the University require an annual assessment of all majors and degree programs. This assessment focuses on student satisfaction with the program, relevance of courses offered to current trends in the discipline, employment after graduation, and plans for program improvement. The University routinely provides all academic departments with program data related to student retention, grade analysis, graduation rates, and time to degree completion. As required by the Illinois Board of Higher Education (IBHE), the University program will submit a programmatic progress report at the end of the third year. In addition, the program will participate in the University's regular 8-year program review cycle.

Faculty members in each department are evaluated regularly and the outcomes are used for necessary faculty development, as well as in promotion, compensation, and tenure decisions.

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.

Reallocations within the College of Arts and Sciences of approximately \$33,000 will fund the renovation of space for a health assessment laboratory and office space for the nursing faculty. The institution believes existing classrooms, equipment, and instructional materials in the College and the University are sufficient to meet the needs of the B.S.N. program.

Library

Western Illinois University's Malpass Library has hard copies of professional journals and online access to many professional journals relevant to the proposed program. Other reference materials are also available. Any additional materials needed to support the curriculum for the proposed program will be purchased with the program's annual library allocation.

Technology and Instructional Resources

Distance education resources and equipment currently used by the College and the University are sufficient to support the B.S.N. program. Western Illinois University is well-equipped with instructional technology and requisite faculty expertise.

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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 B.S.N. Director will teach two required core nursing courses at the beginning of the program. Two additional faculty members with expertise in medical/surgical nursing, community health nursing, and other specialties will be hired to teach most of the nursing courses. Existing faculty in the College and the University may also teach courses for the program as needed.

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.

No new state resources are requested to establish the proposed program. The budget for the program is predicated on the expectation that a minimum of a 16-student cohort will be admitted to the program in the first academic year. In the second year and beyond, two cohorts will be admitted depending on student interest in the program. Additional funds in the amount of \$211,678 will be available through internal reallocations. These funds will include an operating budget for the program. It is projected that total resources to support the B.S.N. program will increase from \$211,678 in the first year to \$407,571 in the fourth and fifth years.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been 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.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

Upon receiving approval to offer the B.S.N. degree, the University will apply for accreditation through the Illinois Association of Colleges of Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. The approximately \$10,000 cost for accreditation will be met by the College of Arts and Sciences. Western Illinois University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 United States is experiencing a severe shortage of practicing nurses. It is estimated that 20 percent more nurses are needed to meet the demand. The shortage is projected to continue for at least the next 15 years. Illinois Department of Employment Security data shows over 19 percent annual growth of job openings for registered nurses -- estimated at 4,024 openings per year.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Western Illinois University's Bachelor of Science in Nursing, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University and graduate school policies, are published on the University's website. Comparable information is published in hard copy in the University's Undergraduate Catalog. Similar information is available from the College of Arts and Sciences or the Department of Biological Sciences upon request.

Staff Conclusion. The staff concludes that the B.S. in Nursing program proposed by Western Illinois University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Chicago

- The Institute for Environmental Science and Policy

Background. The University of Illinois at Chicago request permanent status for the Institute for Environmental Science and Policy. Temporary approval for the institute was granted by the Illinois Board of Higher Education (IBHE) in November 1999 and extended in February 2006.

In the fall of 1998, faculty and staff at the University of Illinois at Chicago began discussions on the need for a University-wide environmental institute able to coordinate the growing volume of environmental research being undertaken at the University. A retreat was sponsored by the Vice Chancellor for Research to discuss the feasibility of creating such an institute and to develop consensus on its mission. As a result of the retreat, the Provost approved an initial five-year period to create an Institute for Environmental Science and Policy and provided start-up funds for staff and facilities. During the temporary approval period, the Institute has established a key function within the mission of the institution and has secured funding adequate for continued operations.

Need

Criterion 1050.30(a)(6): A) The unit of instruction, research, or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 principal clients served by the Institute for Environmental Science and Policy are the University of Illinois at Chicago (UIC) community, the urban population of metropolitan Chicago, and the people of Illinois. Through its research, education, and outreach programs the Institute also serves the needs of national and global communities.

Mission and Objectives

Criterion 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 Institute envisions an Academy in which, to the maximum extent possible, the constraints and limitations imposed by disciplinary perspectives are eased, their strengths

enriched, and an environment is created in which interdisciplinary communities of scholars can form and grow. By working to achieve this mission, the Institute works towards contributing to the broader institutional mission of the University.

Facilities (space, equipment, instructional materials)

Criterion 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 Institute occupies approximately 1,450 square feet of office and meeting space in the School of Public Health West Building. The Institute also utilizes 1,200 square feet of laboratory space in the Engineering Research Facility. This space is considered by the University to be adequate for the needs of the Institute.

Faculty and Staff

Criterion 1050.30(a)(3): A) The academic preparation and experience of faculty and staff to 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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 temporary approval of the Institute called for the addition of four faculty members hired in collaboration with appropriate departments. These were to be supported nominally at fifty percent by the Institute although the exact level has in practice depended on the circumstances of negotiations. Tenure for these appointments resides in the respective departments. Because the Institute is designated as a research unit, each appointment carries a reduced teaching load, with an associated increased expectation for the development of a high quality, funded research program.

Fiscal Resources and Personnel

Criterion 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.

At its inception, the Institute was allocated 2.5 FTE positions, supported by state salary funds (Director, Assistant to the Director, and half-time Associate Director), by the Office of the Vice Chancellor for Research, and 6 half-time (0.5 FTE) faculty positions by the Provost. All other sources of revenue are associated with external research and development (private grants/gifts) funding. In the future, it is expected that increased federal research funding and indirect costs will result in increased revenue and expenditures. The anticipated growth will not require additional state resources.

Staff Conclusion. The staff concludes that the proposed Institute for Environmental Science and Policy 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 for licensure.

University of Illinois at Chicago

- Center for Economic Education

Background. The University of Illinois at Chicago requests authorization to create the Center for Economic Education, to be housed in the Department of Economics. The mission of the Center for Economic Education is to promote high quality teaching of Economics and Consumer Economics at all levels of schooling in the state of Illinois. The Center accomplishes this through the provision of training in Economic Education for current and prospective teachers of Economics and Consumer Economics, as well as community groups, and through research in this field.

The Center offers teachers, school districts, and community organizations the curricular resources and training to teach the fundamental concepts and skills needed to understand and succeed in the market economy. The Center is part of the Illinois Council on Economic Education and the National Council on Economic Education, a network of educators that is recognized across the country as a leading provider of economic education professional development programs for teachers, curriculum consulting, curriculum materials, and student economic education programs. The Center's programs integrate the teaching of economics throughout the curriculum.

Need

Criterion 1050.30(a)(6): A) The unit of instruction, research, or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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 Center participates in training teaching methods to those receiving a degree in economics, and students in other disciplines. The Center introduces teachers and students to the skills and benefits of teaching Economics. According to the Illinois Department of Employment Security, the category of Economics Faculty (post-secondary teachers) is in the top third of annual growth rates for education employment. Secondary teachers of social studies have high annual demand, projected to average 2,591 job openings per year in Illinois. Since 2004, Economics has been one of the designated areas for teachers seeking social studies certification. Teachers of other social studies such as history and geography or of other subjects such as mathematics and language arts also incorporate economics concepts in teaching their subjects.

Veteran social studies teachers may be certified in the state of Illinois with minimal or no Economics courses or training. The “No Child Left Behind (NCLB) Act” defines Economics as one of the core academic subjects. This designation requires any teacher who teaches an Economics course to be highly-qualified in Economics. Highly-qualified status requires coursework beyond the Illinois State Board of Education initial certification requirements. Coursework in Economics from the University of Illinois at Chicago is an approved method for becoming highly-qualified under the NCLB Act.

Mission and Objectives

Criterion 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 Center was established to support the University’s teaching, research, and service missions to create knowledge that transforms views of the world and, through sharing and application, transforms the world to address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century. It is intended to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.

Facilities (space, equipment, instructional materials)

Criterion 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 Center uses existing facilities and equipment at the University. No additional facilities or equipment are required at this time.

Faculty and Staff

Criterion 1050.30(a)(3): A) The academic preparation and experience of faculty and staff to 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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 Center for Economic Education is fully integrated into the Economics Department with all staff having full time appointments in the department.

Fiscal Resources and Personnel

Criterion 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 Center receives funding from multiple external sources, provided for specific programs or activities. External program funding has increased every year since the Center's founding in 2001 and fully supports Center operations. No new state funds are required.

Staff Conclusion. The staff concludes that the Center for Economic Education 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 for licensure.

University of Illinois at Chicago

- Center for Pharmacoeconomic Research

Background. The University of Illinois at Chicago requests authorization to establish the Center for Pharmacoeconomic Research. The Center received temporary approval to operate from the Illinois Board of Higher Education (IBHE) in November 2001 and now seeks permanent approval to operate.

The Center's mission is to promote and facilitate advancement in understanding the clinical, humanistic, and economic impact of pharmaceutical products, contemporary pharmacy services, and medication use policy with respect to the health and safety of patients, organizations, and society. The primary goals of the Center are to conduct research on the costs and consequences of the therapeutic use of drugs, of pharmacy and health care services, and of medication use policy and to publish and disseminate research findings so as to advance knowledge and facilitate the health of patients, organizations, and society. The Center for Pharmacoeconomic Research also seeks to promote the advancement of pharmacoeconomics by training future scientists via post-doctoral research fellowships and by conducting seminars and symposia.

During the first five years of its existence the Center generated over \$4 million in external research funding. In August 2005, the Center was formally recognized for the quality of its research when it became one of 13 centers nationally funded by the U.S. Department of Health and Human Services Agency for Healthcare Research and Quality.

Need

Criterion 1050.30(a)(6): A) The unit of instruction, research, or public service is educationally and economically justified based on the educational priorities and needs of the citizens 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.

Evidence of the level of interest in the high cost of drugs and their impact on other health expenses has appeared in the lay press and primetime television where news stories on rising prescription drug costs are commonplace. Despite the national level of interest and importance of this topic, pharmacoeconomics has only recently been adopted into the curriculum of U.S. schools of pharmacy, and is virtually non-existent in the education of other health care professionals (physicians, nurses). The mission of the Center is to address the significant gap between the demand for conducting research in the field and the availability of researchers to do this work.

That the Center fills a need is evidenced by the number and breadth of entities that have contracted with the Center for research and studies. Clients/sponsors of the research activities of the Center include local and national pharmaceutical companies, local and national pharmacy provider organizations, local and national health care provider organizations, local and national health care payer organizations, and state and federal government agencies.

Mission and Objectives

Criterion 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 objectives of the Center are supportive of the mission and priorities of the College of Pharmacy and of the University of Illinois at Chicago (UIC) – particularly with regard to the research mission of the College.

Facilities (space, equipment, instructional materials)

Criterion 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 Pharmacy Memorandum of Understanding regarding the Center for Pharmacoeconomic Research outlines the physical and financial resources committed by the College. The College dedicates an adequate amount of space for the Center. Currently it occupies approximately 2,000 square feet of office and administrative space within the College of Pharmacy building.

Faculty and Staff

Criterion 1050.30(a)(3): A) The academic preparation and experience of faculty and staff to 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; 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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 Center's core faculty members hold tenure track, research-intensive positions in related departments, and each works collaboratively with the Director in developing Center-related activities. Faculty salaries are paid through the faculty member's home department. Affiliate faculty members are researchers from within UIC or at other academic institutions that work with the Center on a part-time basis.

Fiscal Resources and Personnel

Criterion 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 Center maintains a distinct budget within the institutional financial structure. The College of Pharmacy contributes the following to this budget: a stipend for the Center Director, a stipend for the Center Assistant Director, and one-half of the salary of the Center Program Coordinator. Salaries for fellowship trainees are provided by area pharmaceutical companies or by other external funding through grants. There are currently four such trainees. Other expenses associated with specific grants or contracts are not considered operational costs of the Center because they are covered by the various outside agencies that award the grants and contracts. Faculty salaries are paid by the home departments.

Staff Conclusion. The staff concludes that the Center for Pharmacoeconomic Research 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 for licensure.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Governors State University Authorization to Grant the Doctor of Nursing Practice in Region 6, the South Metro Region, subject to the institution's 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 Northern Illinois University Authorization to Grant the Doctor of Philosophy in Art Education in Region 2, the Fox Valley Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale Authorization to Grant the Doctor of Philosophy in Agricultural Sciences, in Region 9, the Southern Region, subject to the institution's 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 at Urbana-Champaign Authorization to Grant the Master of Public Health, in Region 7, the Prairie Region, subject to the institution's 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 Western Illinois University Authorization to Grant the Bachelor of Science in Nursing, in Region 4, the Western Region, subject to the institution's 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 at Chicago Authorization to create the new units identified below, in Region 10, the Chicago Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted:

- *The Institute for Environmental Science and Policy*
- *Center for Economic Education*
- *Center for Pharmacoeconomic Research*