

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

Submitted for: Action.

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

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

Northeastern Illinois University

- Bachelor of Arts in Global Studies in the Chicago Region
- Master of Arts in Teaching in Early Childhood Education in the Chicago Region

Southern Illinois University Edwardsville

- Master of Science in Healthcare Informatics in the Southwestern Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education (IBHE) is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, 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 Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Northeastern Illinois University

Proposed Program Title: Bachelor of Arts in Global Studies in the Chicago Region

Projected Enrollments and Degrees: Enrollment in the Bachelor of Arts in Global Studies is projected to be approximately four students in the first year and 40 students in the fifth year. It is also projected a minimum of five degrees will be awarded in the fifth year. After the fifth year, as the program becomes popular, the number of degrees awarded will likely be greater than five if the number of students enrolled in the program increases and whether or not some students are enrolled full-time.

Background

Northeastern Illinois University (the University) requests authority to offer the Bachelor of Arts (B.A.) in Global Studies, an interdisciplinary program, in the Chicago Higher Education Region. As the most ethnically diverse university in the Midwest, Northeastern Illinois University has designed this program to provide its students with the critical and analytical skills needed to assess the world around them, including the Chicago metropolitan area of which it is a part, through foreign languages skills offered at the University, hands-on research, travel and interaction, and internship opportunities, among others. The majority of graduates of the program are expected to pursue graduate and professional studies in a wide range of fields, including international relations, international business, law, applied social sciences, community resources management, and social services. To address its interdisciplinary focus, the B.A. in Global Studies curriculum has five tracks or concentrations in Culture, Society and Identity; Language, Knowledge and Representation; Nature, Technology and the Body; Power, Movements, Political Economy; and Violence, Resistance, and Resolution. The tracks will be supported by many of the 39 undergraduate degree programs offered by the University, including Inner City Studies; Bilingual and Bicultural Education; French; Spanish; Linguistics; Political Science; Economics;

Sociology; Anthropology; and History, as well as the Master of Arts in Latin American Literatures and Cultures.

In 2008, the President of the University, Dr. Sharon Hahs, challenged the University's faculty to develop a Global Studies program to build upon the University's large and growing multi-ethnic, multi-cultural resources coupled with the cosmopolitan character of the metropolitan Chicago. The Global Studies Task Force, and subsequently the Global Studies Advisory Group, were created and worked with the former Provost, Dr. Larry Frank, to meet the challenge. Their success led to acceptance of the proposal by the Faculty Council on Academic Affairs and other bodies at the University in 2010 as well as approval of the program by the University's Board of Trustees in 2011.

Institutional Completion Rates

Criterion 1050.30(b)(1)(G) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Northeastern Illinois University is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort graduation is based on those seeking a bachelor's degree.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
23.1%	52.3%	54.9%	58/65
Undergraduate Completions			
<u>per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
23.2	22.2	22.2	30/67

Note: This new section is a work in progress as staff begins evaluating institutions and presenting augmented write-ups for Board consideration based on criteria that were added for explicit consideration under recently-adopted revisions to IBHE Rules. In the detailed analysis of this proposal, staff and institutional representatives did not have the opportunity to address the data in this table nor any concerns the information might have raised.

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 is designed to respond to the regional and state needs of Illinois by preparing its students to become globally aware, competent in multiple cultural contexts and intellectually sophisticated, while addressing directly the ethnic, racial, and socioeconomic disparities in educational and professional achievement that currently affect some Illinois residents as documented in *The Illinois Public Agenda*. The disparities are very apparent in the University's neighborhood and other parts of the state.

According to the long-term employment projections of the Illinois Department of Employment Security for 2008 through 2018, job availability in occupations related to arts and sciences disciplines such as life sciences, physical sciences, and social sciences will grow by 13.8 percent. In fields related to community and social services occupations, employment will grow by 15.3 percent while there will likely be 14.4 percent growth in occupations related to education, training, and library science during the same period. According to the Partnership for Public Service publication *2009 Where the Jobs Are*, Foreign Service officers are employed by the federal government; the Agency for International Development, and the U.S. Department of State currently employ over 12,000 people and they were expected to add additional 5,027 jobs in fiscal year 2010-2012. Other prospective employers for graduates of the program are governmental international organizations such as the Peace Corps, Foreign Service, and the U.S. Immigration Services, as well as international development and aid agencies, such as United Nations Development Program, Cooperative Assistance for Relief Everywhere, UNICEF and Oxfam International. Additionally, other multinational organizations located in the Chicago metropolitan area, including local, state and federal offices, and nonprofit organizations are potential employers of graduates of the proposed program.

The Illinois Public Agenda for College and Career Success

It is summarized in the proposal that the Bachelor of Arts Global Studies will address Goals 1, 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1, to *increase educational attainment to match the best performing states*, will be addressed by implementing the University's core values that emphasize empowering students who might be left behind by the current education systems. By recruiting, enrolling, and educating these students, the program will contribute to reducing the state's educational and economic achievement gaps.

Northeastern Illinois University is one of the most affordable universities in Illinois because its tuition is one of the lowest among Illinois public universities and it is much lower than tuition at private colleges and universities in the state. The affordable tuition makes the University attractive and accessible to low-income students in the region and the state who have little or no option to go to college, thus addressing Goal 2 of *The Public Agenda* to *ensure college affordability for students, families and taxpayers*.

Goal 3, to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by educating and graduating students in the program which will contribute to increasing the number of high-quality baccalaureate degrees, a state and national priority.

Comparable Programs in Illinois

Eleven colleges and universities in Illinois currently offer baccalaureate degree programs similar to the proposed program, including Chicago State University and the University of Illinois at Springfield among the 12 public university campuses. Of the eleven campuses in the state

offering similar programs, only four programs are currently offered in the Chicago metropolitan area at Chicago State University, Loyola University of Chicago, North Central College, and North Park University. The Chicago area's huge and diverse racial and ethnic population can be served by more than the four degree programs. The remaining programs are offered in other parts of the state by Benedictine University, Greenville College, Illinois Wesleyan University, Millikin University, and Principia College. Program names include Global Studies; International and Global Studies; International and Cross Cultural Studies; and Global Perspectives.

Tangentially related to global studies are a number of programs in international relations or international studies offered in Illinois. Such programs are closely related to social sciences and one of them is offered by the University of Illinois at Chicago while 13 are currently offered in the state by private colleges and universities.

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 B.A. in Global Studies program is designed to address multiple aspects of community and identity; capitalism and consumption; technology and space; language and art; social movements; political ideologies; and multi-level governance in the contemporary world. The multi-track curriculum brings together theory and application to address questions and debates essential to the discipline, including radical changes in political and economic systems, shifting perceptions and definitions of cultural identities, the proliferation of transnational institutions and networks, as well as concerns about issues of environmental and social sustainability. The program is designed to provide students have both a breadth of understanding of the forces involved in globalization and knowledge about the particular theme or track selected by each student from a group of five tracks. In addition, students will learn about the forces, products, and patterns of globalization; the appropriate use of research methods from across the liberal arts; the analysis of research materials through effective application of relevant theories; and the challenges posed and insights afforded by interdisciplinary approaches.

The goals and objectives of the B.A. in Global Studies program are congruent and supportive of the University's mission and priorities.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

The Global Studies program has no distinct admission requirements or processes from the general admission requirements of Northeastern Illinois University liberal arts programs which include: a high school diploma or passing the GED examinations; a high school rank in the top 50 percent; a minimum ACT score of 19 or a minimum SAT score of 890; and completion of the state's recommended coursework in high school for college-bound students. A transfer student applicant must have earned a "C" average or higher grade in all coursework in the last school attended full-time and be in good academic standing. Each admitted student will be assigned an academic advisor.

Curriculum

Curriculum of the Bachelor of Arts in Global Studies consists of a least 120 semester hours, including three required core courses: the GS 201, Introduction to Global Studies I; the GS 202, Introduction of Global Studies II, and the GS 399, Capstone Seminar in Global Studies comprising ten semester hours which are a part of the minimum 34 semester hours in the major. Only three required core courses are needed in the program to provide enough common ground and guidance to give students as they choose from the five tracks in the program, elective courses, and cross-fertilization which is central to the interdisciplinarity of the program. To make this work, hands-on faculty advising will be a key component of academic student support. Six courses will support the major; they comprise 18 hours from one of the five tracks in the program, and two-semester sequence courses in at least one foreign language for six hours. The other component is the 39 hours from the University's general education requirements that cover major disciplines such as behavioral sciences; natural sciences; mathematics and quantitative reasoning; and humanities, as well as general electives. A minimum of 24 semester hours must be completed from courses in the program at the 300 level.

To accommodate the breadth of knowledge in global studies, the curriculum has five tracks, or area of emphases: Track 1: Culture, Society, and Identity; Track 2: Language, Knowledge, and Representation; Track 3: Nature, Technology, and the Body; Track 4: Power, Movements, and Political Economy; and Track 5: Violence, Resistance, and Resolution. Each track is supported by a minimum of seven courses at the 300 and 400 course levels, and the track is designed to transcend traditional disciplinary, topical, and theoretical borders to provide nodes where novel thinking and scholarship emerge.

As an example, courses that support Track 5: Violence, Resistance and Resolution are:

- Educational Inquiry and Curriculum Studies 314K: Social Justice and the Politics of Education;
- Justice Studies 361: Globalization and the Pursuit of Justice;
- Justice Studies 390: Social Justice and the Environment;
- Justice Studies 364: Terrorism in Media Law;
- Philosophy 367: Postcolonialism;
- Political Science 386: Globalization and Politics in Latin America, Africa, Asia; and
- Women Studies 312: Women in Global Human Rights.

Students will have internship opportunities associated with global studies. The internship will consist of students working for ten hours per week at the Pan-African Association, an organization that assists African refugees in Chicago, or other organizations in Chicagoland.

They will be supervised by designated faculty members and volunteer coordinators at the internship sites. The internships are to provide students with hands-on experiences and opportunities to practice in the real world what they have learned in the classroom and to provide opportunities for professional growth and establishment of contacts that may lead to employment after graduation.

When the program is established, the faculty will plan and create an External Advisory Board or Committee consisting of leading academics and professionals in the field located in and outside the region to advise the program.

Assessment of Student Learning Outcomes

Assessment of student learning in this program will be accomplished when the achievements of each student in courses for the degree are assessed by tests and examinations administered in each course, as well as the final grade assigned at the end of the term. These assessment measures are supplemented with the scores that each student is assigned for completed reports and term papers, in addition to performance in the two required core courses including the four-credit Capstone Seminar. Successful completion of this course involves meeting specific objectives such as students working through all stages of the selected projects or research papers with the approval of faculty members until the results are presented publicly in the class. Evaluation and supervision of students during internship by faculty and officials at the internship sites are integral part of this assessment.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Bachelor of Arts in Global Studies at the end of the third year of operation. The report will summarize key areas of accomplishments by the program and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research and scholarship, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the number or percent of graduates of the program that have been admitted to graduate and professional schools and the percent of graduates employed in occupations closely related to the discipline. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The proposed program does not require any special facility or equipment that is not already available at the University. Existing facilities and instructional technology, including standard classrooms, offices, and classrooms and office equipment are adequate to meet the needs of this program. Because the coursework for the program will be taught by existing faculty and many needed courses will be cross-listed by existing degree programs, the need for additional facilities or equipment will be at the most minimal. Given its interdisciplinary content and the way it is designed, the program will readily be integrated into the fabric of the University and make use of existing resources.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The faculty members who will support this program consist of a group of four Program Core Committee members, all of them with expertise from academic fields in government; cultural anthropology; geography and environmental studies; and linguistics. Their doctoral degrees are from major research universities such as Cornell University, Indiana University-Bloomington, and Northwestern University. They have extensive academic and professional accomplishments, including research and publications. The responsibilities of these faculty members will be supplemented by contributions of eight affiliated faculty members from various disciplines: economics, political science, English, chemistry, sociology, justice studies, and world languages and cultures. Additional needed support will be provided by a Faculty Advisory Group of 18 members with appropriate credentials representing many academic subjects, including communication, media, and theatre; teacher education; economics; computer science; finance; foreign languages; communications; mathematics; history; and music.

The Program Coordinator will be supported by a one-half time office manager.

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 needed to establish this program because existing resources are more than adequate, including faculty, facilities, library resources, academic programs and cross-listed courses, and equipment. Because most of the resources to support this program already exist at the University, minimal new funds are needed to offer this program. Accordingly, it is projected the budget for this program will grow from approximately \$84,300 in the first year to \$121,300 in the fifth year. Most of these funds will be budgeted for personnel costs: faculty, program coordinator, and office support staff. It is expected tuition from the projected number of students in the program, approximately 40 in the fifth year, will be adequate for the program. Any additional resources needed for the program will be met by the University.

Accreditation and Licensure

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

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

There is no specialized accreditation in global studies at this time. However, the University is accredited by the Higher Learning Commission of the North Central Association of College and Schools which cover the existing degree programs and any newly established degree program. There is no certification and licensure for graduates of this program.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Northeastern Illinois University's Bachelor of Arts in Global Studies, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University and undergraduate policies, will be published on the University's website, www.neiu.edu. Comparable information about the program will be published in hard copy in the University's catalog and similar information about the program may be available from the College of Arts and Sciences upon request.

Staff Conclusion. The staff concludes that the Bachelor of Arts in Global Studies program proposed by Northeastern 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.

Northeastern Illinois University

Proposed Program Title: Master of Arts in Teaching in Early Childhood Education in the Chicago Region

Projected Enrollments and Degree: Northeastern Illinois University has projected that enrollment in the proposed two-year program for part-time students in the Master of Arts

in Teaching in Early Childhood Education will grow from a cohort of approximately five students in the first year to 30 students in the fifth year. It has projected that approximately 12 degrees will be awarded in the fifth year. If the program becomes more popular in the fifth year and beyond and some students are enrolled full-time, more degrees will be awarded annually after the fifth year.

Background

The Northeastern Illinois University (the University) requests authority to offer a Master of Arts (M.A.T.) in Teaching in Early Childhood Education in the Chicago Higher Education Region. The proposed program is designed to educate students who will demonstrate at the time of graduation knowledge, skills and dispositions necessary to be effective teachers of children from birth to three years, in a diverse and increasingly technological society. The targeted prospective students are individuals in the University's service region seeking initial certification in Early Childhood Education or Type 4 Certification at the master's level and will be able to enroll in the program on a part-time basis. The prospective applicants will include professionals already teaching in childcare centers with a bachelor's degree and appropriate certificates, but who now need the proposed degree and appropriate teaching certificates; teachers who wish to become directors of urban childcare centers; and Headstart teachers who would like to teach pre-kindergarten (Pre-K) in the Chicago Public Schools.

Currently the University offers 67 baccalaureate and master's programs of which 39 are at the baccalaureate level. The proposed program will build upon some of the programs, particularly the existing five baccalaureate programs: the Bachelor of Arts in Education in Early Childhood Education, Elementary Education, Special Education, Physical Education, and Bilingual/Bicultural Education, as well as the eight master's degrees in education. They include master's programs in Educational Leadership, Special Education, Gifted Education, Reading, and Teaching English as a Second Language. The B.A. in Early Childhood Education, which is closely related to the proposed program, enrolled 261 students in Fall term 2010. The enrollment suggests that many graduates of the B.A. program will be interested in the M.A. in Teaching in Early Childhood Education.

The need for this program at the regional, state and national levels is documented.

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.

With the Illinois State Board of Education's *Preschool for All* program, there is a growing need for teachers who have graduated from programs similar to the M.A. in Teaching in Early Childhood Education. However, to qualify for state funds, each school or childcare center must employ those who have earned an MAT or similar degree. New funds are also available for Early Headstart programs that serve children under three years old by qualified teachers who have earned Type 4 Certificates. Furthermore, new Headstart and Early Headstart regulations require that by 2013, qualified teachers must hold a B.A. in Early Childhood Education or higher. In addition, by 2014 schools with English language learners in pre-kindergarten will need teachers who hold both the Type 4 Early Childhood Certificate and bilingual or teaching English as a Second Language teaching credentials.

Despite the reduction in state support for early childhood education during the past two years, the state is accepting applications for improving or adding early childhood education and child care facilities in the Chicago area. In fact, 20 percent of the state funds have been set aside for Chicago agencies, and they are being administered by the Chicago Public Schools. These facilities will increase the need for qualified directors of preschools and child care agencies in the University's region.

The U.S. Department of Labor has projected an increasing need for early childhood teachers from birth to third grade. Between 2008 and 2018, demand for preschool teachers is projected to increase by 32.5 percent, while the need for kindergarten teachers are project to increase by 17 percent, and elementary education teachers by 16.8 percent. It is estimated that these projections constitute between 271 and 300 teacher vacancies per year in Chicago. Similarly, for the state of Illinois, annual vacancies for early childhood educators are projected to be about 1,400 per year, while the supply of new teachers for early childhood education by Illinois colleges and universities is estimated at only about 632 per year.

The Illinois Public Agenda for College and Career Success

The proposed M.A. in Teaching in Early Childhood Education program will address Goals 1, 2, and 3 of *The Illinois Public Agenda*. Goal 1, *Increase educational attainment to match the best-performing states*, will be addressed by recruiting and educating qualified students from diverse backgrounds, including some from underrepresented groups and thereby contribute to addressing the educational attainment gap in the state documented in *The Illinois Public Agenda*.

Goal 2, *ensure college affordability for students, families, and taxpayers*, will be addressed because the University's tuition is one of the lowest among public universities and, therefore, it is comparatively more affordable for students from low-income families. An added bonus from the low tuition is that students who graduate from Northeastern Illinois University have the relatively low debt.

Goal 3, *Increase the number of high quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by recruiting, educating and graduating this program's students to increase the number of Illinoisans with high quality credentials to address the state and national priorities and to meet the standards of the Illinois State Board of Education's Type 4 Certificate in early childhood education.

Comparable Programs in Illinois

According to the IBHE Degree Program Inventory, seven master's degree programs in early childhood education are currently offered in Illinois. Three are Master of Arts in Early Childhood Education programs which are very similar to the proposed program. The three similar programs are offered by Chicago State University, Concordia University, and National-Louis University. The projected need for master's program in early childhood education in Illinois and the nation far exceed the projected supply of graduates; therefore, there is unmet need for the proposed program.

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 Master of Arts in Teaching in Early Childhood Education is designed to comply with the National Association for the Education of Young Children (NAEYC) professional guidelines as well as the guidelines of the Illinois State Board of Education for early childhood certification. The standards are compatible with the requirements of the National Council for Accreditation of Teacher Education (NCATE), which accredits degree programs in teacher education.

At the conclusion of the program, students will be expected to demonstrate the knowledge, skills, and dispositions necessary to be effective early childhood education teachers in a diverse and increasingly technological and complex society. As such, they will have successfully completed the five basic goals and outcomes required by NAEYC and NCATE, and they would have been evaluated using national performance criteria. The five goals are:

- Use understanding of young children's characteristics and needs to create healthy, respectful, supportive, and challenging environments for all children;
- Build collaborative relationships with families and communities from where students come;
- Be competent in observing, documenting, and assessment to support young children and their families;
- Design, implement, and evaluate experiences that promote positive development and learning for all children; and
- Become a professional teacher who put into practice the national standards.

The goals and objectives of this program are compatible and support the University's mission and priorities and address the goals of *The Illinois Public Agenda*.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

To be admitted to the M.A. in Teaching in Early Childhood Education, an applicant must meet the following requirements: passed the Illinois Certification Testing System Basic Skills

tests; have earned a bachelor degree in teacher education or another field from an accredited college or university; have a minimum accumulative 3.00 Grade Point Average (GPA) on a 4.00 scale equivalent; have submitted three letters of references related to his or her scholarship and experience with children; and have passed the state's criminal background check.

Curriculum

The curriculum of the Master of Arts in Teaching in Early Childhood Education consists of a minimum of 39 semester credit hours to be completed in two years by part-time students. It has a number of components, including a) a practicum clinical experience of 135 hours that focus on infants and toddlers, PreK or kindergarten, and primary setting; b) passing the Illinois State Board of Education's content area tests in early childhood education; c) completion of a 16 week, full-time student teaching experience in either a PreK, kindergarten or primary setting; and d) completion of Research Seminar, in which a significant action research project is successfully completed. The curriculum is designed to meet the requirements of the National Association for the Education of Young Children professional guidelines, the NCATE accreditation standards, the Illinois Professional Technology Standards, as well as the nine Illinois Professional Teaching Standards.

Required key courses for the 39-semester program are all at the 400 course level, and each course is aligned with the National Association for the Education of Young Children guidelines. The courses include:

- Application of Learning Theories;
- Curriculum Development;
- Primary Reading Instruction;
- Family, Child and Teacher Interaction in Early Childhood;
- Curriculum and Methods of Teaching Math, Science and Social Studies in Early Childhood;
- Language Acquisition & Intervention Strategies for Teachers of Young Children;
- Survey of the Field of Special Education;
- Student Teaching; and
- Research Seminar.

Although the application for the teacher certification component of this program is not yet submitted to ISBE for approval, the University is working on a proposal to be sent to ISBE in 2012. It is clear in the proposal that the curriculum and other aspects of this program are aligned with the standards of the Illinois State Board of Education and they are also aligned with the standards of NCATE, which accredits teacher education programs nationally.

Assessment of Student Learning Outcomes

Assessment of student learning is an important aspect of this program to assure the quality of education of graduates of the program. It will be addressed using eight key assessment items of the National Association for the Education of Young Children professional guidelines, and rubrics for portfolio assessment, and lesson plans, among others. In addition to these, the program will use tests and examinations in its courses to evaluate student achievement, evaluation of student teaching, and the ISBE teacher certification examinations.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Master of Arts in Teaching in Early Childhood Education program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research and scholarship, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the proportion of graduates of the program that are enrolled or successfully completed post-master's programs, and the percent of graduates employed in occupations closely related to early childhood education. If the program applies for NCATE accreditation, the results of the Council's evaluation, as well as the approval of the teacher certification application by ISBE, will be important components of this assessment. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Existing resources at the University, including faculty and staff, classrooms, courses, offices, and equipment, are sufficient to support the existing programs and the proposed program.

Library

Upwards of 60 books directly related to the program are available in the University's library. They include titles such as, *Baby Mind: brain-building games your baby will love*; *The Exceptional Child: Inclusion in Early Childhood*; *Early Literacy in Preschool and Kindergarten*; *Practical Guide to Assessing Infants and Preschoolers with Special Needs*; *Big Science for Growing Minds: Constructivist Classroom for Young Thinkers*; *First Language Acquisition*; and *Anti-bias Curriculum Tools for Empowering Young Children*.

In addition, 27 key national and international journals and periodicals that will support this program are identified, including:

- *Australian Journal of Early Childhood*;
- *Child Development*;
- *Child Development Research*;
- *Contemporary Issues in Early Childhood*;
- *Early Childhood Reporter*;

- *International Journal of Early Childhood Special Education*;
- *Journal of Early Childhood Literacy*;
- *New Directions for Child and Adolescent Development*; and
- *Reading Research Quarterly*.

The above will be supplemented by a large collection of current research articles and reports on early childhood education obtainable within Illinois and globally electronically through databases and inter-library loans, including library resources from the 76-member Consortium of Research Libraries in the state, of which the University is a member. Northeastern Illinois University is one of the leaders in digital library resources and currently 11 electronic databases are available for early childhood education programs.

Instructional Technology

The University has significant amount of instructional technology resources that support its degree programs, including programs in teacher education as well as the proposed program. The resources include:

- Blackboard, an electronic course management system widely used by faculty and students in many academic units;
- LiveText, an electronic portfolio systems which will be used by this program as the venue for the standard-based e-portfolio to document program assessment outcomes;
- Research oriented approach to assistive technology in the classroom;
- Smart Board in the College of Education classrooms; and
- Online courses for faculty development is taught by Center of Teaching and Learning.

Additionally, the program and the College of Education plan to purchase iPads and digital cameras for teacher candidates in the program to use. They will be bought with funds for equipments and Foundation funds.

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.

Five tenured faculty members with appropriate credentials and experiences, including one full professor and two associate professors, will have primary responsibility for this program. Their expertise is in fields such as curriculum and instruction, measurement and evaluation, teacher education, and early childhood education. They will be supported by three clinical supervisors with primary responsibility for student teaching supervision. Together, the faculty is diverse in ethnicity, language, and backgrounds. The program's Chair will be assisted by two secretaries.

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 needed to establish this program because all needed resources, including faculty and staff; classrooms; offices; equipment, including instructional technology; library resources; and other resources are already in place and they are sufficient to support this program and the existing programs. Tuition funds that will be paid by students in the program will bring in additional funds that may be used for any unforeseen need for this program. They may also be spent for non-essential requests.

Accreditation and Licensure

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

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

The University plans to seek accreditation of this program from the National Council for Accreditation of Teacher Education, the premier accreditation of teacher education programs in the US, when the program is approved by IBHE. If approved, an annual report about this program will be submitted to the State Board of Education. The Council is scheduled to visit and evaluate the University's bachelor's program in Early Childhood Education this November following an evaluation by the Special Professional Association, a national organization representing teachers and professional education faculty members.

A proposal to get the teacher education certification for this program is currently being prepared. When completed, it will be submitted to the Illinois State Board of Education, which has primary responsibility for the quality of teacher education in the state.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Northeastern Illinois University's Master of Arts in Teaching in Early Childhood Education program, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as the University and Graduate

College policies, will be published on the University's website, www.neiu.edu. Comparable information about the program will be published in hard copy in the University's academic catalog and similar information may be available from the College of Education or the Graduate College upon request.

Staff Conclusion. The staff concludes that the Master of Arts in Teaching in Early Childhood Education program proposed by Northeastern 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 Edwardsville

Proposed Program Title: Master of Science in Healthcare Informatics in the Southwestern Region

Projected Enrollments and Degrees: Southern Illinois University Edwardsville has projected that enrollments in the Master of Science in Healthcare Informatics in the Southwestern Region will grow from a cohort of approximately 24 part-time students in the first year to 72 students in the fifth year. It has also projected that approximately 24 degrees will be awarded in the fifth year and annually in future years. If enrollment exceeds the projected 72, there would be more degrees conferred per year.

Background

Southern Illinois University Edwardsville (the University) requests authority to offer the Master of Science (M.S.) in Healthcare Informatics in the Southwestern Higher Education Region to qualified part-time students. The program is designed to serve the needs of any healthcare practitioner or organization that is experiencing increasing demands to collect, process, analyze, and interpret clinical and patient information. Beginning in 2008, the University developed and delivered a 15 week noncredit professional development clinical informatics program for Barnes Jewish Christian (BJC), a large multi-billion dollar nonprofit healthcare organization consisting of over a dozen hospitals in the St. Louis metropolitan area. BJC employs over 25,000 people in Illinois and Missouri. As a result of the success of the initial program and the growing need by healthcare organizations to more effectively collect, maintain securely and process patient data, the demand of electronic health records, BJC expressed a strong need for an interdisciplinary master's program similar to the proposed M.S. in Healthcare Informatics.

The expressed need led to an exploration of the academic resources available at the University and the opportunity to develop an interdisciplinary degree program that would be enhanced by initial participation of the Schools of Nursing, Business, Engineering, and Pharmacy. A team of faculty from each of the Schools and various administrators from the Office of Academic Affairs met with a clinical team from BJC and explored the development and design of a master's degree program that would meet the needs of working professionals from a number of healthcare fields ranging from lab technicians to home healthcare coordinators to nurses. The collaborative effort led to the completion of this proposal which will be administered by the Graduate School.

If approved by the IBHE, the M.S. in Healthcare Informatics will build upon a number of existing degree programs in healthcare fields at the University, including two baccalaureate programs, seven master's programs related to nursing, eight post-master's programs related to

nursing, and three doctoral programs: the Doctor of Dental Medicine, the Doctor of Pharmacy, and the Doctor of Nursing Practice. The program will be assisted by master's degree programs offered in other disciplines such as computer science, business and engineering.

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.

In 2009, President-elect Obama set a national goal of having all medical records computerized by 2014 as part of a massive effort to modernize healthcare in the U.S. Consistent with the President's statement, Tommy Thompson, the former Secretary of Health and Human Services, and Michael Leavitt, the current Secretary, have emphasized the importance of electronic health records and federal mandates to develop standardized electronic health records and create regional health information networks. This is because virtually every hospital, clinic, physician office, or other healthcare provider organization that will use information technology solutions in the coming years will need healthcare professionals versed in health informatics to assist with the implementation, and use of these systems. However, a successful adoption of electronic medical records technology depends on the knowledge and capability of healthcare professionals who are well educated to use the applications to deliver quality healthcare. The proposed program is designed to contribute solutions to these challenges.

According to the U.S. Bureau of Labor Statistics' *Occupational Outlook Handbook, 2008-09 Edition*, employment of medical and health informatics professionals is projected to increase by 18 percent through 2016, a faster than average increase. A study using the Healthcare Information and Management Systems Society database reported that approximately 108,390 information technology professionals in healthcare in the U.S. and 40,784 additional IT professionals will be needed to support a successful adoption of the proposed electronic record systems.

Employment projections of healthcare IT professionals, consisting of medical records and health information technicians, by the Illinois Department of Employment Security mirror the national projections in that long-term employment is expected to grow by 16.7 percent between 2008 and 2018 for the entire state. Long-term projections for the same period for Madison and Bond counties, which are in the University's service region, are estimated at approximately 18 percent for the same occupations considered in the national projections.

In addition to the data summarized above, the University conducted an assessment of competencies needed by healthcare and clinical informatics to determine the level of need for the proposed program. Consulted were professionals representing 14 groups including nursing, nursing managers, medical lab technicians, clinical applications specialists, financial managers, operating room information systems analysts, lab technical coordinators, and healthcare information systems analysts. Several themes which support the need for the proposed M.S. in Healthcare Informatics emerged from the assessment. They include: knowledge of electronic health record implementation issues, information systems acquisition, information security and information assurance, database reporting, and project management.

The Illinois Public Agenda for College and Career Success

The proposed Master of Science in Healthcare Informatics will address Goals 1 and 3 of *The Illinois Public Agenda*. Goal 1, *Increase educational attainment to match the best-performing U.S. states and world countries*, will be addressed by expanding opportunities for adult learners to obtain a graduate degree in a high employment, high skill healthcare field. It will increase the number of adults re-entering higher education and completing a master's degree.

Goal 3, *Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by enrolling qualified students, educating them through an interdisciplinary approach to improve knowledge, skill level and work-readiness. It will increase the number of adults with advanced degrees in a high need, high employment areas such as nursing, allied health, and information technology and contribute to meeting the state and national priorities.

Comparable Programs in Illinois

Currently, there are two similar master's programs offered in Illinois. They are a Master of Science in Medical Informatics by Northwestern University and a Master of Science in Health Informatics by the University of Illinois at Chicago. At this time, there is no similar program offered in the central and southern part of Illinois to meet the need of these parts of the state.

Mission and Objectives

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

The 36-semester credit hour interdisciplinary Master of Science in Healthcare Informatics is intended for cohorts of primarily clinicians who are already IT technical staff and it will be delivered in a hybrid format. The program will comprise primarily face-to-face meeting, but will also include nine hours that will be completed through a combination of online, independent study and project-based assignments. The degree will require completion of a three-credit portfolio course as the culminating project. Students in the program will be prepared for employment in healthcare informatics for professionals in careers such as administration, consulting, or as clinical information specialists who will work in areas such as analysis and interpretation of clinical data and medical information.

Students in this program will be prepared to apply health informatics knowledge and skills to enhance patient care in many ways including:

- managing information safely, securely, and legally;
- improving collaboration between clinical practice and information technology;
- assessing, selecting, implementing, and maintaining health information systems;
- leading health informatics related projects;
- using technology to improve patient care, other healthcare outcomes, and cost effectiveness;
- interpreting and reporting the results of data analyses to support evidence-based healthcare practice; and

- educating and supporting all members of the healthcare team on the use of health information technology.

The goals and objectives of this program are congruent and supportive of the University's mission and priorities.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

In addition to the University requirements for graduate admission (which include application to the Graduate Admission Office, submission of official transcripts, and an application fee), applicants for the program will be evaluated based on the following criteria: a) completion of a healthcare-related baccalaureate degree with a minim of 2.75 G.P.A. on a scale of 4.00; b) evidence of completion of an undergraduate or graduate statistics course with a grade of a C or better; and c) submission of a written statement about his or her objectives for the program.

Curriculum

The curriculum consists of thirteen 400- and 500-graduate level courses comprising 36 credit hours that every student in the program must complete. Seven of the courses are designed to serve this program. In addition to this master's program, a 12-credit hour professional development sequence will be offered for those who are not interested in pursuing the degree but wish to update or expand their education and skills in healthcare informatics.

The 13 required courses for the M.S. in Healthcare Informatics are:

- Interdisciplinary Healthcare Informatics;
- Project Management Standard Process;
- Database Management Systems;
- Information Discovery in Electronic Healthcare Records;
- Quantitative Analysis;
- Social, Ethical, and Legal Issues in an Information Age;
- Enterprise Resource Planning;
- Graduate Seminar in Organizational Development;
- Capstone I;
- Seminar in IT: Instructional Design and Media Selection for HIM;

- Capstone II;
- Seminar in CMS Information Security; and
- Capstone III.

Students in the program will not complete a thesis. Instead, they will complete the three Capstone courses, which together constitute a functional equivalent of a major project. In Capstone I, students will initiate the information systems design projects and conduct feasibility studies to determine the project scope and objectives, alternative design options, and cost effectiveness. During Capstone II, students will develop detailed analyses of the existing systems and logical systems design for their proposed systems, including the requirement specifications. In Capstone III, students will focus on detailed systems design, including program design, configuration, and test planning, and systems implementation, including training, testing, documentation, data migration, quality assurance, and information security. Each student will create an electronic portfolio of personal reflections which is updated from time to time when taking the three Capstone courses.

Throughout the three courses during three academic terms, each student will be supervised and guided by a project chair and committee in order to complete the five steps for the project and make a formal presentation to the committee required by the Graduate School. The five steps include literature review, research methodology, data analysis, findings and conclusion. As students in the program are expected to be clinicians, no internship is designed for this program. However, through the three Capstone courses, students will experience more than adequate hands-on experience that is functionally equivalent to an internship during the nine-week activities.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes will be made based on several types of evaluation, including: tests and formal course examinations; evaluation of analytical papers and small projects examining healthcare problems or policy issues; periodic evaluation of the Capstone projects, including an evaluation of each student's oral presentation and submitted portfolio by each project chair and committee. Aspects of some of the evaluation measures will take into account the objectives for student learning in the program. Any specific component of the curriculum that addresses student learning outcomes that do not achieve an acceptable level of performance will be monitored on a real-time basis through a "mini-assessment" for quality assurance.

The Graduate School will administer this interdisciplinary program and it will be involved as necessary to ensure that assessment of student learning meets its standards. The Healthcare Informatics Graduate Program Committee will contribute significantly to the assessment of student learning and it will write the assessment and program review reports. It will participate in other quality assurance processes for this program, such as reviewing student applications, and approving retention plans.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Master of Science in Healthcare Informatics program at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the

program using multiple measures including evaluation of faculty teaching in the program by students, the level of faculty research and scholarship, awards and honors, retention and graduation rate of students in the program, and the level of alumni and employer satisfaction with the program. The faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. If the program faculty applies for accreditation by Commission on Accreditation for Health Informatics and Information Management Education, the results of the accreditation will be a part of this assessment. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

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.

Although this program will not be offered on the campus, it will be offered within the University's region in the Southwestern Higher Education Region. The sites will provide state-of-the-art, safe and secure instructional space, instructional and technical support, parking facilities, and meeting space for faculty and students without any charge. These will be provided by the healthcare partners that have supported the planning and development of this program from the beginning. Existing resources and equipment at the University and off-campus sites where the program will be offered physically are sufficient to support this program. Students will have access to the University's computer labs and other resources. Given their familiarity with information technology, students will be able to access relevant library resources online or they can visit the campus to access resources.

Library

SIU Edwardsville has a robust library that meets the needs of its graduate students. To support the proposed program, there are many relevant academic journals in the University's library, including 17 journals for informatics, eight key journals for nursing, and nine journals for psychology, business and technology. Currently there are many online databases that are relevant to the Master of Science in Healthcare Information program. They include: *SciVerse Scopus*, a bibliographic database containing abstracts and citations for academic journal articles; *PubMed*, a database with over 21 million citations of biomedical literature; MEDLINE which has journal citations and abstracts for biomedical literature from around the world; *MD Consult*, which brings the leading medical resources together into one integrated online service; Public Library Science; ACM Portal through EBSCO, the premier society for computing; *Evidence-Based Medical Reviews*; and various drug databases, as well as databases for business, engineering, and psychology. In addition, the University is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI) which consists of 76 libraries that are accessible to faculty and students. Books and articles from members of the Consortium are available through an interlibrary loan service.

The Dean of Library and Information Services has invested significantly in providing electronic journals that health science students and faculty routinely use, including titles relevant to healthcare informatics, a relatively new field. In addition, new books have been added to the University's library collections to support the proposed program with the assistance of a Health Sciences Librarian. Any additional needed library resource to support this program will be provided by the library with the support of the Graduate School.

Technology and Instructional Resources

Courses for the Healthcare Informatics program will be delivered face-to-face and students and faculty will have access to Blackboard, a comprehensive online educational platform that provides many services, including real-time learning and teamwork to supplement learning resources and assist with course management. Blackboard resources are already in place and capable of providing the needed support for all students and faculty at the University.

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.

Six faculty members, all Graduate School faculty members, with the appropriate credentials and experiences will provide primary support for this program. A majority of them have Ph.D.s; two have doctorates in education and business, respectively. Their academic expertise includes industrial and organizational psychology; nursing, instruction and curriculum; computer engineering; and management information systems. They are all professionally active and productive academics with strong histories of conducting research and authoring scholarly publications. Some have received significant honors and awards. Faculty from academic units that have been instrumental in creating this program, including members of the Healthcare Informatics Graduate Program Committee, and other academic units will also support this program.

Leadership of the program will be provided by the Graduate School Dean who reports to the Provost and the Vice Chancellor for Academic Affairs because the program is to be administered by the Graduate School. Student support, including application procedures, advisement, mentoring, and administrative support services, will be provided primarily by the Office of Educational Outreach staff with the support from the Healthcare Informatics Graduate Program Committee, the Graduate Program Director, and the Graduate Dean.

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 needed to establish this program because it will be funded entirely by course tuition. The budget is projected to grow from approximately \$92,000 in the first year to \$236,000 in the fifth year. Nearly all of the budget will be allocated for faculty and personnel costs. Because this is an interdisciplinary program, some of its resource needs will be

met by existing resources, including courses offered by other academic units, library resources, and instructional technology through the Graduate School and other units at the University.

Accreditation and Licensure

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

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

The program's faculty plans to explore the possibility of applying for the specialized accreditation with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The decision will be made when the program is established. Southern Illinois University Edwardsville is accredited by the Higher Learning Commission of the North Central Colleges and Schools which accredits the entire institution.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Southern Illinois University Edwardsville's Master of Healthcare Informatics program, 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, www.siue.edu. Comparable information about the program will be published in University's graduate catalog and similar information may be available from the Graduate School upon request.

Staff Conclusion. The staff concludes that the Master of Science in Healthcare Informatics program proposed by Southern Illinois University Edwardsville 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Northeastern Illinois University authorization to establish the Bachelor of Arts in Global Studies in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Northeastern Illinois University authorization to establish the Master of Arts in Teaching in Early Childhood Education in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authorization to establish the Master of Science in Healthcare Informatics in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Institutional Name: Governors State University

Proposed Program Title: Bachelor of Science in Information Technology in the South Metro
Higher Education Region

Projected Enrollments and Degrees: Governors State University has projected that enrollments in the proposed Bachelor of Science in Information Technology are projected to be approximately 15 students in the first year increasing to 50 students in the fifth year. It has also projected that approximately 12 degrees will be awarded in the fifth year. If the number of students admitted to this program increases when the University begins to admit freshman students in 2014, the number of degrees conferred will increase accordingly.

Background

Governors State University (the University) requests authority to offer the Bachelor of Science (B.S.) in Information Technology in the South Metro Higher Education Region. The program is to be administered by the Division of Science within the College of Arts and Sciences. The curriculum—which covers a wide range of information technology topics, such as network infrastructure, operating systems, information security, digital forensics, and cloud computing—is designed to prepare students for positions in multiple industries, including telecommunication companies, insurance providers, financial firms, business management organizations, and governmental agencies. Further, the program is designed to increase the number of professionals who work in fields related to science, technology, engineering, and mathematics (STEM) to meet growing state and national needs in those areas. Graduates will be likely to work as computer network administrators, database administrators, computer systems analysts, information security specialists, and related occupations.

The creation of this program was inspired by multiple discussions among the University's computer science faculty, students, the campus administrators, and related industry professionals since 2007. The inspiration was strengthened by a number of new trends in information systems technology fields. Also, over the past few years, several faculty members have been involved in a National Science Foundation (NSF) sponsored project to revitalize undergraduate computing education. The project involved collaboration with Argonne National Laboratory to form multi-community building teams that visited several local companies and organizations to find out their staffing needs and understand the expectations they have of students who will be graduating with degrees from programs related to information technology (IT). Team members talked with IT professionals, IT security specialists, IT directors, and human resources staff, among others. Many of their suggestions and recommendations were incorporated into the proposal for this program.

If approved by the IBHE, the program will build upon the University's areas of strengths, including degree programs it offers successfully in computer science, mathematics, and management information systems. Also, with the authorization to admit freshmen beginning in 2014, Governors State University has expanded opportunity to offer baccalaureate programs in more disciplines because it will not rely on only transfer students to serve an increasingly diverse population in its region, including ethnic minorities, and place-bound working adults.

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.

Advanced network infrastructure is becoming increasingly critical to businesses because, in part, information security has attracted a lot of attention from industries and from customers. Additionally, virtualization and cloud computing, a relatively new emerging field, has drawn much interest from multiple large corporations such as IBM, Apple, and Amazon. Although traditional computer science is still an important field and the computer science major at GSU is still vital, the University has determined that it is necessary to create this new IT major to capture important new trends and to be prepared to educate and train students in new fields.

Computer Science faculty members have visited several local community colleges, such as Joliet Junior College and Moraine Valley Community College, to talk with their faculty and students about need for the proposed program. Additionally, students from Kankakee Community College, Prairie State College, and South Suburban College, all of which are close to the University, have expressed interest in an IT major. Many suggestions of students from these institutions and others are incorporated in this proposal.

None of the four Chicago-area public universities currently offers a baccalaureate program in information technology. Thus, students intending to enroll in an IT program lack access to the affordable higher education public universities provide compared to tuition at private colleges and universities. The closest public university offering a bachelor's program in information technology is Illinois State University, located approximately 130 miles from Governors State University. Place-bound residents in the University's region cannot access the ISU program.

According to occupational projections of the Illinois Department of Employment Security (IDES) for 2008 to 2018, jobs in occupations related to information technology are experiencing significant growth. For example, the projections are for 15.4 percent growth for network/computer systems administrators, 45.7 percent growth for network systems & data communication analysts, 13.6 percent growth for database administrators, and 11.7 percent growth for computer systems analysts. Degrees awarded in information technology and closely-related degree programs in the state are not meeting the current and projected occupational demands. Occupational projections at the national level are higher than they are in Illinois; the projections of employment in similar occupations by the National Bureau of Statistics (BLS) are higher than the projections for the state of Illinois. These sources and anecdotal information collected by the University show significant demand for this program in the University's region.

The Illinois Public Agenda for College and Career Success

The B.S. in Information Technology program will address Goals 1, 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1, to *increase educational attainment to match the best performing states*, will be addressed by recruiting and educating qualified students from diverse backgrounds in the University's region, including working adults and ethnic minorities, to reduce the educational achievement gap in the state and increase the region's economic development. Furthermore, it is expected that graduates of this program will be highly-skilled professionals in a demanding STEM field.

Governors State University has reported that its tuition rates are the lowest among the state's public universities and they are much lower than the average rates of private colleges and universities. Accordingly, enrolling in the University's degree programs is much more affordable for its students and consistent with Goal 2 of *The Public Agenda* to *ensure college affordability for students, families and taxpayers*.

Goal 3, to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*, will be addressed by educating and graduating the program's students and it will contribute to increasing the number of high-quality baccalaureate degrees, state and national priorities. Additionally, the high occupational demand for graduates with degrees in information technology and closely-related fields will contribute to addressing the economic development of the region, the state and the nation.

Comparable Programs in Illinois

At this time, only Illinois State University offers a bachelor's degree in information technology among the 12 public university campuses in the state. Illinois State University's program is a great distance from Governors State University. In addition to Illinois State University, seven private colleges and universities also currently offer baccalaureate degree programs in information technology. If this proposal is approved, the University will offer an affordable program in the Chicago area, and thus will provide students a lower-tuition alternative, together with Illinois State University, consistent with Goal 2 of *The Illinois Public Agenda*.

Mission and Objectives

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

The proposed B.S. in Information Technology provides a balance between information technology theory and application and is designed to prepare for positions in multiple industries, including telecommunication firms, insurance providers, financial firms, education institutions, business management organizations, non-profit organizations, and governmental agencies. The program also will prepare students for graduate education in information technology, computer science and other closely-related disciplines.

In curricular terms, this program is created to develop students' ability to a) understand a wide range of information technology concepts and principles, b) use a broad range of software and hardware to address the information needs of various prospective employers, c) apply fundamental knowledge and skills of the discipline to problems requiring IT solutions, d) design and deploy various computer and network systems to fulfill the requirements of efficient and effective business operation, e) evaluate and strive to improve the performance of computer and networking systems, and f) work independently or collaboratively to solve problems using information technologies.

The mission and objectives of this program are consistent and supportive of Governors State University's mission and priorities as well as the goals and priorities of *The Illinois Public Agenda*.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study. E) Degree programs must meet [appropriate] requirements.

Admission Requirements

To be admitted to this program, an applicant must (1) have earned or will soon earn an associate degree from a regionally accredited college or university with a C or better GPA, including foundational courses for information technology, and (2) be in good academic standing in the last institution attended.

For freshman applicants, the University is in the process of preparing the admission requirements because the University's authority to admit freshman students was granted by the IBHE in December 2011 and the University plans to admit freshmen beginning in 2014. The expected admission requirements will include implementing the Illinois requirements for admission of freshman students at public universities.

Curriculum

Curriculum of the Bachelor of Science in Information Technology consists of at least 120 semester hours which include coursework in seven areas of concentration. The total requirements comprise 37 to 41 semester hours of general education requirements, 12 semester hours from required core courses, 15 semester hours from a set of seven upper division general selective courses, and 27 semester hours from one of six concentrations focusing on operating systems. Additionally, 25 to 29 hours from elective courses in IT and or related fields are part of the curriculum. The curriculum is informed by the guidelines of the American Board of Engineering and Technology (ABET)'s Computing Accreditation Commission because the program faculty are considering applying for the accreditation when the program is approved.

The required core courses consist of: IT Project Management, Introduction to Computer Networks, Cryptography and Network Security, and IT Senior Projects and Seminars. Students will study fundamental topics in information technology in the core and then will complete the capstone course. To help students dig deeper into some IT topics, a capstone course, called IT Senior Projects and Seminars, is required. Seven of the general selective, upper level, courses include: Computer Organization, Operating Systems, Wireless Networking and Security, Windows Systems, and Information Security. These courses add depth and breadth to the required core courses.

The seven concentrations are: Operating Systems, Information Security, Network Infrastructure, Ethical Hacking, Digital Forensics, and Virtualization and Cloud Computing.

Courses that will support the concentrations are designed to provide in-depth study for various sub-fields in information technology. Examples of courses that will support the Concentration on Information Security are: Information Security Policy and Management, Laboratory in Information Security, and Special Topics in Information Security. Examples of courses that will support the Concentration in Network Infrastructure are: Implementing IP Routing, Implementing IP Switching, and Maintaining and Troubleshooting IP Networks. Altogether, approximately 54 semester hours are required in courses related to information technology to assure curricular depth and breadth in the program.

The curriculum will be periodically reviewed and revised in response to new developments and technology trends in the field.

Assessment of Student Learning Outcomes

Assessment of student learning in this program will be accomplished using a number of evaluation tools including tests, quizzes and exams in each course, evaluation of individual and group projects, technical presentations and reports, as well as hands-on experiments and demonstrations to assure that students have become familiar with the software and technology in the profession. In addition, the IT Senior Projects and Seminars course requirements will include evaluation of how well each student is prepared to work in IT occupations. By collaborating with local industries, the faculty will use real-world projects to test the level of student competence during and at the end of their projects and make necessary improvements. Also, some online tools such as ePortfolio may be used in the assessment and evaluation of student knowledge and performance

Some courses in the program are closely related to IT industry certifications, such as CompTIA A+, Project+, Linux+, Security+, and Cisco CCNP. These and other certificates are important to the career success. The program faculty will conduct surveys periodically to determine the proportions of students who have taken and passed the relevant tests. If necessary, the results of the tests will be used to modify the curriculum.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Bachelor of Science in Information Technology at the end of the third year of operation. The University will summarize key areas of accomplishments by the faculty and any remaining challenges and how each challenge will be addressed. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures including evaluation of faculty teaching in the program by students; the level of faculty research and scholarship, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. Also the faculty will use measures such as the percent of graduates employed in occupations closely related to the discipline. Accreditation of the program by the ABET Computing Accreditation Commission will be another mode of assessing the program if the faculty applies for the accreditation. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The proposed program is in the Division of Science in the College of Arts and Sciences. The Division has sufficient office space to support this program and its other existing programs such as the baccalaureate and master's in computer science. Beginning this year, the building that houses the Division will undergo a state-sponsored renovation project which will provide better equipped classrooms and laboratories to serve students and faculty when the project is completed. In addition, the University's Information Technology Services unit is ready to provide faculty and students with academic computing, administrative computing, and needed telecommunication services. The existing facilities and equipment are adequate to support the proposed program and other programs administered by the Division. Any additional needed resources will be provided the University or its subunits.

Library

Governors State University has indicated that it has already most library resources for this program such as textbooks and journals, including e-journals that will support its existing programs in management information systems and computer science as well as the bachelor's in information technology program.

Many vital journals will support the B.S. in Information Technology program. Some of them are: the *Journal of Information Technology*; *Journal of Information Technology Education*; *International Journal of Information Technology and Decision Making*; *Journal of Telecommunications and Information Technology*; *International Journal of Information Technology and Network Applications*; *Information Technology and Management*; *IEEE Transactions on Information Forensics and Security*; *International Journal of Cloud Computing*; and *International Journal of Cloud Applications and Computing*.

Additional materials will be provided with the support of the University Library and internal resource allocations. In each of the first three years, the University has budgeted \$15,000 to purchase supplies, services, equipment and needed library resources.

Technology and Instructional Resources

Up-to-date technology classrooms, laboratories, and equipment are critical to information technology faculty and student success. To meet this need, Governors State University furnishes specialized labs, technology-enhanced classrooms, and necessary hardware and software in facilities such as the Division of Science Computing Lab. To improve information security at the University, the Computer Science programs cooperated with the departments of Criminal Justice and Management Information Systems, and the South Suburban Association of Chiefs of Police to create the Center for Technology Collaboration, which was funded by the state with \$500,000. In addition, two high-end networking/computing labs with 20 to 30 desktop machines and a wide

variety of software applications were acquired using the state funding. However, to meet its remaining needs, such as mobile forensics software, this program would need to purchase more software licenses or join the Academic Alliance. These and other instructional technology resources, to be acquired, will be available to support the proposed program.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The Information Technology program is closely related to computer science; the computer science faculty members responsible for the bachelor's and master's in computer science created the proposed program and will be responsible for it. They are interested in sharing resources, including faculty, with the proposed program and to some extent faculty of other closely-related programs such as management information systems.

Currently six full-time tenured and tenure track faculty with Ph.D.s in computer science, one of whom is the Program Coordinator, are ready to deliver the program if it is approved. Five of the six are full professors. Additionally, three lecturers with master's degrees in technology, computer science, and electronic engineering are available to the program. The fields of the six regular faculty members include computer science, operations research, and chemistry. In addition to these faculty members, the University plans to hire in the first and second years two additional assistant or associate professors with Ph.D.s in information technology, computer science or closely-related fields. Faculty members responsible for the Management Information Systems program will contribute to this program. These faculty members will be supported by student support service professionals who work for the University's Academic Resource Center to provide services such as academic advising, counseling services, tutoring, and writing services. These faculty members and support staff will support the existing undergraduate and master's degrees in computer science programs as well as the B.S. in Information Technology.

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 needed to offer the proposed Bachelor of Science in Information Technology because the resources for the bachelor's and master's in computer science and other closely-related programs are to a large extent sufficient to also support this program. Additional costs of the program in the first year will be covered by funds from a retirement in July 2012. It is expected that 20 to 30 students, including students from Moraine Valley Community College, will be recruited in the second year and the associated tuition revenues will become available to the program, as will tuition in future years, including tuition paid by lower-division students. Additionally, new funds consisting of approximately \$103,000 in the first and second years and \$15,000 in the third and fourth years are budgeted for the proposed program. Any additional unmet resource needs for this program will be met by the College or the University through internal reallocations.

Accreditation and Licensure

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

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Governors State University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges. The curriculum of this program is designed to align with the guidelines of the ABET Computing Accreditation Commission (CAC) which accredits programs in information technology so that program faculty can apply for the accreditation when the program is approved.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Governors State University's Bachelor of Science in Information Technology, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information, as well as University and College policies, will be published on the University's website, www.gsu.edu. Comparable information about the program will be published in hard copy in the University's Catalog and similar information may be available from the College of Arts and Sciences upon request.

Staff Conclusion. The staff concludes that the Bachelor of Science in Information Technology 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.

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants to Governors State University authorization to establish the Bachelor of Science in Information Technology in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.