APPROVED DECEMBER 2, 2014

Item #III-9
December 2, 2014

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

Submitted for: Action.

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

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

Northeastern Illinois University

- Bachelor of Science in Environmental Science in the Chicago Region

University of Illinois at Urbana-Champaign

- Master of Engineering in Bioinstrumentation in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education 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 in Region of Authorization: Bachelor of Science in Environmental Science in the Chicago Region

> *Projected Enrollments and Degrees:* Northeastern Illinois University estimates that enrollment in the Bachelor of Science in Environmental Science will grow from ten students in the first year to 50 students by the fifth year of the program. It is also projected that approximately five degrees will be awarded in the fifth year.

Background

Northeastern Illinois University (NEIU or the University) requests authority to offer the Bachelor of Science (BS) in Environmental Science. The program will provide students with an understanding of the many interactions among the environment and its components, including both the impact of human activities on the environment and how the environment affects humans. This interdisciplinary program was developed by the NEIU Environmental Science workgroup, composed of faculty from Biology, Chemistry, Earth Science, Geography and Environmental Studies, Mathematics, and Physics. The program is designed to produce graduates who are qualified for employment with industry, governmental regulatory agencies, environmental consulting firms, and graduate study in environmental science or related fields.

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, competitive enrollment comparison group.

Cohort Graduation Rate	Group Mean	Group Median	Rank
21.0%	55.0%	54.7%	79/83

Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
24.0	24.0	27.0	30/67

Student loan default rate data are included to expand upon the institutional data provided in the above table. The three-year student loan default rate for NEIU was 6.7 percent in 2011, 10.8 percent in 2010 and 10.1 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The US Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate is 13.7 percent across all sectors. The Fiscal Year 2011 three-year national cohort average default rate breakdown by sector is: 12.9 percent for public institutions; 7.2 percent for private non-profit institutions; and 19.1 percent for for-profit institutions.

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.

According to the U.S. Department of Labor, federal, state, and local governments employ 44 percent of all environmental scientists and specialists and job prospects are expected to be favorable, particularly for environmental health workers in state and local government. The employment of environmental scientists and specialists is expected to increase by 28 percent between 2008 and 2018, much faster than the average for all occupations. Growth in employment will be spurred largely by the increasing demands placed on the environment by population growth and increasing awareness of the problems caused by environmental degradation. Further demand should result from the need to comply with complex environmental laws and regulations, particularly those regarding clean water and clean air.

The Illinois Public Agenda for College and Career Success

The Bachelor of Science in Environmental Science 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 has one of the lowest tuition rates 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 providing a new baccalaureate program that will meet an increased job market demand as evidenced by the U.S. Department of Labor projections of a 28 percent increase in jobs for environmental scientists and specialists by 2018.

Comparable Programs in Illinois

The proposed program is tailored to recruit a more diverse population in particular of Hispanic descent. NEIU currently serves a very diverse student body with 29.9 percent of Hispanic origin. In the state of Illinois, the only public institution offering a BS in Environmental Science program is the University of Illinois at Urbana-Champaign. In addition to targeting a more diverse student body, the program at NEIU has also added a civic engagement component. The Environmental Science courses and program will engage students and faculty in scientific environmental issues of public concern.

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 BS in Environmental Science is designed to enhance students' preparation to successfully compete in expanding and emerging job markets. Because of its interdisciplinary nature, it addresses a goal of the NEIU Strategic Plan, which is to "support and create interdisciplinary courses and programs based on best practices and institutional strengths." With a promising job outlook for environmental scientists, implementation of the proposed program will also address another goal of the NEIU Strategic Plan, which is to "review and revise discipline-specific curricula based on national best practices and workforce needs." The goals and objectives of the BS in Environmental Science 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.

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

Admission Requirements

The Environmental Science program has no distinct admission requirements or processes from the general University admission requirements which include: a high school diploma or equivalent; 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-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 and be in good academic standing.

Curriculum

The Environmental Science curriculum consists of courses specific to the program, courses from disciplines in the science, technology, engineering and mathematics (STEM) core, electives in STEM with a focus on the environment, and relevant courses in the social sciences, policy, and humanities. The Bachelor of Science consists of a least 120 semester credit hours, including three required core courses: Introduction to Environmental Science, Methods in Environmental Science, and Environmental Science Research and Practices. The program will use both face-to-face and hybrid courses. In addition, the field lends itself to the use of laboratory and field experiences which are integrated in both the STEM disciplines as well as in the major-specific courses. This program will also emphasize civic engagement and summer research opportunities that will allow students to engage in hands-on research experiences in projects with applications that address environmental issues.

Assessment of Student Learning Outcomes

Student learning outcomes have been established for this program and have been tied to assessments within each of the program courses. These outcomes will focus in four different areas: fundamental scientific concepts of content area, scientific methods and approaches, communication and application of knowledge and skills through civic engagement. Student learning linked to these areas will be assessed by faculty through various instruments including: portfolios, lab reports, essays, exams, and a final project/capstone presentation. The program will also utilize pre- and post-tests to assess the learning gains in the program specific courses.

Program Assessment

The evaluation plan for the proposed Bachelor of Science in Environmental Science will include self-study and external review processes. Both the self-study and the external review will be based on the achievements of faculty and students participating in the program. The instruments that will be used to guide the self-study will include: student evaluations, pre- and post-test results, student participation in summer research programs, number of student scholarships, retention rates, faculty and student research collaborations, quality of faculty research, exit and alumni surveys, and graduate placements rates or graduate school entrance rates. Resulting data will be collected by the program and reviewed by the Environmental Science interdepartmental working group in order to make recommendations for program improvement.

Facilities (space, equipment, instructional materials)

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

Existing facilities and instructional technology, including standard classrooms, labs, offices, and classrooms and office equipment are adequate to meet the needs of this program. The coursework for the program will be taught by existing faculty and many needed courses will be cross-listed by existing degree programs. As a result, the need for additional facilities or equipment will be minimal. The program will be supported by the Ronald Williams Library on the NEIU campus. The Library will provide subject librarians for all of the proposed program focus areas and will give students access to the Consortium of Academic and Research Libraries in Illinois (CARLI) library system.

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.

Existing faculty will provide the majority of the teaching responsibilities for this new program. This program will bring together faculty from the Biology, Chemistry, Earth Science, and Physics departments. Each faculty member will contribute by either teaching the major-specific courses, the science core courses, or the cognate electives in their home department. For the first two years of the program, the Chair of the Earth Science and Physics departments will serve as the coordinator. In the second year of the program, the University anticipates the need of a half-time instructor, with plans to hire a tenure track faculty in one of the participating departments in year three, a full time instructor in year four, and another tenure track faculty in year five.

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 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 that the budget for this program will grow from approximately $12,050 in the first year to $239,432 in the fifth year. Most of these funds will be budgeted for personnel costs. The University projects that tuition from the projected number of students in the program will be adequate to support 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 environmental science at this time. There is no certification or licensure requirement 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 Science in Environmental Science, 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. Comparable information about the program will be published in the University's Catalog.

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

University of Illinois at Urbana-Champaign

Proposed Program Title in Region of Authorization: Master of Engineering in Bioinstrumentation in the Prairie Region

> *Projected Enrollments and Degrees:* The University of Illinois at Urbana-Champaign has projected enrollments of 25 students in the first year, growing to 40 students by the fifth year.

Background

The University of Illinois at Urbana-Champaign (the University) requests authority to offer a Master of Engineering (MEng) in Bioinstrumentation. The program is designed as a one-year terminal master's program geared toward industry-based engineering professionals interested in developing their technical skills in the broad areas of biomedical imaging, life science research tools, disease diagnostic technology, DNA sequencing technology, and system engineering. This program will provide a pathway for engineers who wish to pursue a master's degree for professional advancement but who are not interested in continuing on for a doctoral degree. The Master of Engineering in Bioinstrumentation will be housed in the Department of Bioengineering of the College of Engineering. The new program will build upon the strength of the University's existing degree programs in bioengineering and related fields.

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 MEng in Bioinstrumentation was designed to serve the needs of students who seek careers that combine engineering with product/team/project management in the growing fields of biomedical imaging, life sciences research, genomics, and diagnostics. The State of Illinois Employment Outlook estimates a 50.7 percent increase in jobs in the bioengineering field over a ten-year period (2010-2020). In addition, the Bureau of Labor Statistics projects a 27 percent nation-wide increase of bioengineering jobs over the same ten-year period.

The Illinois Public Agenda for College and Career Success

The proposed program supports the goals of *The Illinois Public Agenda for College and Career Success*. It supports Goal 3, to "increase number of high quality postsecondary credentials to meet the demands of the economy and an increasingly global society." The program will prepare engineers for more competitive positions, retrain engineers in new areas, and impart the skills necessary for career advancement. The program also supports Goal 4, to "better integrate Illinois' educational, research, and innovation assets to meet economic needs of

the state and its regions." The program will involve engineering faculty at the University to deliver targeted course modules on research-driven topics and business faculty to teach topics such as commercialization, intellectual property, and translation of discoveries in engineering to market products. This collaborative and research-based program will also include group capstone projects in which participating students will proffer solutions to challenging industrial matters.

Comparable Programs in Illinois

There is no comparable Master of Engineering in Bioinstrumentation program offered in the State of Illinois. However, some institutions in the state offer related programs in Bioengineering and Biomedical Engineering that differ significantly in curriculum and requirements: Southern Illinois University Carbondale, Illinois Institute of Technology, and Northwestern University. These existing programs differ in their curricula and require research and thesis elements. The proposed program at the University of Illinois at Urbana-Champaign will serve a specific student audience seeking a terminal professional master's degree.

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 Engineering in Bioinstrumentation is in alignment with the overall mission of the University, which is "to serve the state, the nation, and the world, preparing students for lives of impact through transfer and application of knowledge." The objectives of the program are consistent with what the degree title implies.

Curriculum and Assessment

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

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

Admission Requirements

To be eligible for admission consideration, applicants to the program must first earn a bachelors degree in engineering or a related field and must have a minimum GPA of 3.0 in the last two years of undergraduate studies. Students with less than three years of professional work experience must also submit GRE scores. In addition, applicants must submit official transcripts, three letters of recommendation, resume, and two personal statements.

Curriculum

The MEng in Bioinstrumentation will be a terminal master's degree and will not provide a pathway to a doctoral program. The curriculum is focused on technical aspects of detecting and processing biological signals and methodology related to complex multidisciplinary engineering project management and project leadership. The program will include lectures and case studies from industry leaders and a capstone team project that will be mentored by an industry advisor. Customization of the curriculum will be provided through technical tracks, in either Biomedical Imaging or Life Science Tools, which will enable students to focus their experience within their field of interest. The program will culminate in a capstone project which will focus on the development of project solutions appropriate for academic, industrial, or clinical settings, utilizing principles of design, engineering analysis, and functional operation of engineering systems.

Assessment of Student Learning

The University has established policies and practices for the assessment of student learning outcomes in all its degree programs. The same policies and practices will be applied to the proposed program. At the completion of the program, student learning will be measured through the following criteria: participation in class discussions, performance on quizzes and exams, successful presentation of projects, and peer and faculty assessment of the students' capstone project. The professional development component of the program will take the form of a capstone project guided by an industry mentor and core faculty member. This capstone project will allow students to design and implement engineering solutions to solve specific industry-identified problems. The project will also allow for direct assessment of students through oral presentations and an examination of design proposals by industry mentors and faculty.

Program Assessment

The University has established policies and practices for assessing all its programs. The College of Engineering will require the MEng program to participate in its annual placement survey. In order to determine the success of the program, graduates will be surveyed to determine the number of jobs for which they interviewed, job placement rates, and resulting salary ranges. In addition, the Department of Bioinstrumentation will be required to provide an annual review of the program to the Dean for three years, after which the program's reviews will be done every third year. Assessment results of student learning outcomes will be reviewed in the annual program reviews, which are required of all Master of Engineering degree programs. Student progress to degree, degree completion, and placement data will be included in the program reviews. The College of Engineering's Executive Committee will have the responsibility of reviewing the program if major changes occur.

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.

Facilities, including space, equipment, and instructional materials at the University are adequate to implement the proposed Master of Engineering in Bioinstrumentation. For the capstone project, the University plans to collaborate with external organizations such as the Mayo Clinic, Abbott Diagnostics, Siemens, Baxter, or OSF Jump Simulation Center in Peoria. These external organizations will work with students and program faculty to articulate a problem specific to their needs and to provide the necessary resources to support the project.

Library

University library resources are adequate to support the proposed program. Students will also have access to the Granger Engineering Library. The program does not anticipate a substantive impact on existing library offerings. Although most courses for this program do not require the use of textbooks, six specific supplementary textbooks have been identified for the program. They are Polanski and Kimmel's *Bioinformatics*, Cobbold's *Foundations of Biomedical Ultrasound*, Diaspro's *Nanoscopy and Multidimensional Optical Fluorescence Microscopy*, Goodman's *Fourier Optics*, Dereniak and Crowe's *Optical Radiation Sensors*, and Saleh and Teich's *Fundamentals of Photonics*.

Technology and Instructional Resources

The University's existing technology resources are sufficient 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; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has policies in place to ensure faculty and staff possess training, credentials, and other appropriate qualifications to provide needed support for the program. Faculty in the proposed MEng in Bioinstrumentation will have the appropriate credentials to provide instruction in the department. The proposed program has identified one Faculty Program Director, one Bioengineering Program Coordinator, 12 faculty from the College of Engineering, and six faculty from the College of Business to support this new program.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service

are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish the Master of Engineering in Bioinstrumentation. The current budget is adequate to support the proposed program when fully implemented.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

There is no specialized accreditation for this program nor is there any licensure or certification requirement.

Program Information

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

Information about the University of Illinois at Urbana-Champaign's Master of Engineering in Bioinstrumentation, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University policies, will be published on the University's website. Comparable information about the program will be published in the University's catalog.

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

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 Science in Environmental Science 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 University of Illinois at Urbana-Champaign authorization to establish the Master of Engineering in Bioinstrumentation in the

Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.