

**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 Arts in Latino and Latin American Studies in the Chicago Region

Northern Illinois University

- Master of Business Administration in the Chicago 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: Bachelor of Arts in Latino and Latin American Studies in the Chicago Region

Projected Enrollments. The University has projected that enrollments in the proposed Bachelor of Arts in Latino and Latin American Studies (LLAS) will grow from approximately 10 students in the first year to approximately 50 students in the fifth year of operation. It is also projected that approximately 12 degrees will be awarded in this program in the fifth year and about the same number annually thereafter.

Background

Northeastern Illinois University (the University) requests authority to offer a new interdisciplinary Bachelor of Arts (B.A.) in Latino and Latin American Studies in the Chicago Region. As a Hispanic serving institution, the University seeks to increase the access and success of all students, particularly Hispanics with significant contributions of the proposed program. The LLAS program will be built upon the successes of the existing Minor in Latino and Latin American Studies; originally the Mexican and Caribbean Studies program which was established in the early 1980s and enrolled an average of 30 students during the last three years. In the last ten years, there has been more funding and programmatic development in response to growing student demand for this major. In 2003, the National Endowment for the Humanities grant enabled the University to conduct campus and community meetings to facilitate the creation of this program. These led to several positive developments, including development of core courses for this program, better relationships with community and professional organizations, creation of pilot projects, periodic consultation with similar programs and organizations in the United States (U.S.) and internationally, agreements with Latin American universities, and the development of field trip opportunities for students and faculty of the LLAS program.

The B.A. in Latino and Latin American Studies is designed to strengthen the University's mission by preparing a diverse community of students for leadership and service in the University's region through interdisciplinary collaboration of over ten academic units such as anthropology, English, education, history, political science, and world languages and cultures. If approved, the major will promote research, training, and engagement in the complex histories, cultures and politics of Latinos and Latin America because it would be essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural United States. Also, the program will provide opportunities for internships, international study abroad, and service learning for its students.

Latinos comprise the largest ethnic minority in the U.S. and they have recently become the largest ethnic minority in Illinois. Latin America, from which most of them are connected, is a conglomerate of countries with distinct populations, territories, and legal systems that share major historical and cultural attributes, as well as being among the most important U.S. trading partners. Given the significant number of Latinos in Illinois and the U.S., their success in education and their wellbeing will contribute significantly to the economic vitality of Illinois and the nation. The Latino population has doubled since 1980. Latinos made up over 27 percent of the Chicago population. They constituted 27 percent of the University's enrollments in Fall 2010 and over 31 percent of freshmen enrollment in the same year. These statistics notwithstanding, Latinos continue to be considerably underrepresented in higher education and in the nation.

The goals and objectives of the proposed LLAS major are congruent and supportive of the University's mission and priorities as well as Goals 1, 3, and 4 of *The Illinois Public Agenda*.

Need

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

There are over 1.6 million Latino residents in Illinois. This substantial population encompasses U.S. born citizens and immigrants with ties to Latin American countries. Their estimated \$20 billion household income represents more than nine percent of the total income in the Chicago region. From 1997 to 2002, the number of Latino-owned businesses increased 44 percent and the dollar value grew by 56 percent. Better knowledge of Latin America is essential because one out of five U.S. jobs is tied to trade, and Illinois has much to gain by investing and fostering knowledge about relations with Latin American countries. Mexico is Illinois' second largest trading partner. It ranks sixth in U.S. international trade but first in the Midwest. In 2009, direct exports to Mexico constituted over eight percent of Illinois' Gross State Product.

According to employment projection data from the Illinois Department of Employment Security, demographic, educational, and economic factors point to the importance and relevance of the LLAS program in the next decade. This is evident particularly in areas of employment pertaining to direct service to Latino communities and Latin American markets because knowledge from the proposed program enhances the readiness of Latinos and other graduates of this program to contribute to meeting the challenges and opportunities of the new economy in an increasingly multicultural world. Other areas such as K-12 education, health, and housing segments of the Illinois economy will benefit from graduates of this program.

Projections for business & financial operations indicate there are ample employment opportunities in areas related to recruitment specialists of up to 39 percent, and benefits analysis specialist employment opportunities up to 26 percent in the next decade. Additionally, significant employment projections cover other occupations such as psychologists (33 percent), social services (31 percent), and social workers (35 percent). Examples of specific services to the Latino communities are advocacy in policy analysis, community and legal rights, immigration empowerment and services, public services related to drug awareness, labor organizations, Latino churches, and Latino and general media. Additionally, the LLAS program would provide great value to graduates of this program who will pursue graduate studies in fields such as social work, sociology, public health, history, public policy, journalism, and law.

The Illinois Public Agenda for College and Career Success

The B.A. in Latino and Latin American Studies will address Goals 1, 3 and 4 of *The Illinois Public Agenda*. Goal 1, *Increase educational attainment to match the best-performing states* will be addressed by providing opportunity for Latinos and other students from other underrepresented groups admitted to this program to access and succeed in higher education where they are significantly underrepresented. 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 and enrolling qualified students in this program and graduating those who meet the requirements of this program. Goal 4, *Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*, will be addressed by involving students in the program in great internship opportunities, study abroad opportunities to prepare them for employment locally or internationally to increase the economic competitiveness of the state, or pursue graduate studies.

Comparable Programs in Illinois

Four institutions, the University of Illinois at Chicago and University of Illinois Urbana-Champaign, DePaul University, and Northwestern University currently offer baccalaureate degree programs related to Latino and Latin American Studies with similar objectives and curricular components. Northeastern Illinois University's proposed program is fairly unique because it is the only campus that serves a very significant population of Latinos, a sizeable concentration of students from working class - many of them are first generation college students. At this time, there is no known negative impact of the LLAS program on the four existing programs.

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.

If approved by the IBHE, the Bachelor of Arts in Latino and Latin American Studies is expected to contribute to the University's mission to prepare a diverse community of students to earn baccalaureate degrees and provide their communities with leadership and service through internships, international study, research, and service learning, as well as addressing three goals of *The Illinois Public Agenda*.

After a decade of preparation, the interdisciplinary program is designed to integrate historical, social, political, economic, and cultural perspectives about Latinos and Latin American

studies at the national and international levels. Additionally, it is designed to a) support professional development opportunities for students through internships, international study, research, service learning, and career services; b) support and develop interdisciplinary courses based on best practices; c) utilize diversity as curricular/pedagogical resources and integrated with global and cultural studies; and d) continue to strive to make the University a designated Hispanic serving institution and an institution of choice for Latino students. Active learning in the program will be sought and encouraged through original research and the collection of data in the program's courses, particularly in the capstone course which includes internships, research projects or reports, and travels to Latin America. Completed products are to be presented by students in the University's Student Research and Creative Activities Symposia or the program's targeted conferences.

Curriculum and Assessment

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

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

Admission Requirements

To be admitted to the LLAS program, an applicant must have a high school diploma or a functional equivalent, be ranked in the top half of his or her class, and have an ACT score of 19 or more or a minimum SAT score of 890. A transfer student must have at least a C average GPA and be in good academic standing in the last college or university attended. These criteria are consistent with the University's standards for other baccalaureate programs.

Curriculum

Curriculum for the Bachelor of Arts in Latino and Latin American Studies consists of 120 semester hours drawn from 39 credits of general education courses, three required core courses comprising nine hours, and at least 36 hours for the major. The program consists of two Concentrations in Latino Studies and Latin American Studies. A student must complete at least 24 semester hours from 300 level courses and at least 18 semester hours from 200 and/or 300 level courses.

The three required core courses that every student must complete as an essential foundation for the degree are LLAS 101 Introduction to Latin American Studies, LLAS 201 Introduction to Latino Studies, and LLAS 290 Critical Inquiry in Latino and Latin American Studies which is writing intensive. Each student must complete a 36 credit hour concentration in Latino Studies or Latin American Studies including the nine hours from the three required core courses, two courses taught in a Latin American language; and a three-credit capstone course - LLAS 391 Capstone Course in Latino Studies or LLAS 392 Capstone Course in Latin American Studies. The capstone course is the culmination of each student's study in the program. It is

completed with the advice of the faculty to meet each student's selected area of interest in a concentration. The concentration may include a study abroad in one of the Latin American countries, an extended research paper or report, or an internship. The University already has experience with its students interested in Latino and Latin American Studies based on study tours to Costa Rica, Belize, and Mexico. Upcoming tours are planned to Argentina, Cuba, and Venezuela. In addition to the University's resources, a study abroad may be arranged through organizations such as The Institute for the International Exchange of Students or the Council for International Educational Exchange.

To meet the program's interdisciplinary focus, mostly 300 level courses will be offered by over ten academic programs, including Anthropology, Educational Inquiry and Curriculum Studies, English, Geography and Environmental Studies, Justice Studies, Latino and Latin American Studies, Philosophy, Sociology, Teacher Education, Teaching English as a Second Language, and World Languages and Cultures.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the LLAS program will be determined through a number of measures including grades and comments in courses in the program and student portfolios. Faculty feedback will be given to students about their papers, presentations, and other oral and written communications. At the same time, students in the program will be expected to demonstrate basic professional readiness to apply knowledge gained in the major to address specific needs or issues identified by the academic advisor.

Each student's performance in the capstone course will be critically evaluated in multiple ways and he or she will be expected to present his or her report or findings in the University's Student Research and Creative Activities Symposium or a conference targeted by the program. Additionally, a student's portfolio should document his or her progress in achieving the major's key objectives and what was learned from major courses in the program. The portfolio will be evaluated by the Faculty Evaluation Committee comprised of two core faculty members in this program.

Program Assessment

Consistent with Illinois Board of Higher Education (IBHE) requirements, the University will submit a progress report on the Bachelor of Arts in Latino and Latin American Studies. The report will summarize key areas of accomplishments by the faculty, 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 this program. A summary of the program review, including the program's strengths and weaknesses, and steps to be taken to improve the program, will be submitted by the University to the IBHE.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and

maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The proposed program will share a mid-size office with two other units. Given the program's interdisciplinary focus, there will be no specific classroom for this program. The program will use the University's classrooms as assigned as is the case for many degree programs. It is expected that there will be no unmet need for facilities and equipments for this program. As the program matures and gains popularity, additional resources will be acquired as needed. There are adequate offices and classrooms for the program, and ample access to computer labs and other needed resources for this program.

Library

There are significant library resources to support this program and there will be excellent support of various library staff, including a specific librarian in charge of the acquisition of Latino and Latin American Studies materials that will support this program. These resources were acquired and augmented during the many years the Minor in Latino and Latin American Studies Minor was offered. As a result, no additional library resources, including relevant books and journals are needed to support this program. Any future unmet need will be addressed at that time.

Technology and Instructional Resources

Existing technology and instructional resources are adequate to support this 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 LLAS program will be led by a Coordinator, a tenured faculty member who will be responsible for administration of the program, faculty recruiting, evaluation and assignments, budget, and program development. The Coordinator will be assisted by a half time administrative assistant.

There will be five core faculty members supporting this program by teaching at least one core course per year. They will be assisted by two part-time instructors who are expected to teach a total of four courses for this program. Altogether, 12 faculty members who will support this program all have Ph.D.s degrees in appropriate disciplines related to Latino and Latin American Studies such as anthropology, history, sociology, and Spanish. Four of the faculty members are full professors, six are associate professors, one is an assistant professor, and one is an instructor. As a group, they are active in research and publishing their work. These faculty members are more than adequate to support this program. Additional faculty will be hired as needed.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish this program. Northeastern Illinois University has projected that the proposed program will need only the estimated additional \$23,403 per year in the first year through the fifth year. Only a small amount of funds are needed to establish this program since the University has been planning for this program for the last ten years. During this period all vital resources to support the program were acquired. For example, eight new faculty were hired during the last five years in preparation for this program and to meet other needs of the University. Some of the resources that will support this program are from the academic Minor in Latino and Latin American Studies. Tuition paid by students enrolled in the program will be considerably higher than the estimated annual budget.

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 or licensure for degree programs related to Latino and Latin American Studies. The program will be covered by the University's existing accreditation by the Higher Learning Commission (HLC) which accredits the entire university. Northeastern Illinois University was first accredited by HLC or its functional equivalent in 1970.

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 Northeastern Illinois University's Bachelor of Arts in Latino and Latin American Studies, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as university and undergraduate school 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. Similar information may be available from the College of Liberal Arts and Sciences upon request.

Staff Conclusion. The staff concludes that the Bachelor of Arts in Latino and Latin American 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.

Northern Illinois University

Proposed Program Title: Master of Business Administration (MBA) in the Chicago Region

Projected Enrollments Northern Illinois University has projected that enrollments in the Master of Business Administration are projected to grow from 15 students in the first year to 35 students in the fifth year. Also, the University has projected that approximately 15 degrees will be awarded in this program in the second year and 30 degrees will be awarded annually in the fifth year and thereafter.

Background

Northern Illinois University (the University) requests authority to offer a Master of Business Administration program in the Chicago Higher Education Region in a format unique in the region: a full-time, 12 month, evening program that is not expected to impact significantly and negatively on any existing MBA in the region. The proposed MBA will build upon the great success of the University's first MBA implemented in 1965 and the University's MBA programs that are now offered concurrently at Hoffman Estates, Naperville, Rockford, and on campus. The programs enrolled 543 students in fall 2010. The University offers three related masters programs in business fields in accounting science, management information systems, and taxation. At the baccalaureate level, the University offers six degree programs related to business and management in business administration, operations and information management, accountancy, finance, management, and marketing. Some graduates of these programs may enroll in the proposed MBA.

The proposed program will meet the needs of students seeking an affordable MBA from an experienced public university accredited by the Association to Advance Collegiate Schools of Business International (AACSB) in only one year of study.

Students in this program will have access to a number of the University's resources such as Computing Services, the Writing Center, Student Support Services, and the College of Business programs.

The proposal is consistent with the University's mission to meet the needs of northern Illinois by "preparing students for effective, responsible, and articulate membership in the complex society in which they live as well as in their chosen professions or occupations" and to provide greater educational opportunities at convenient locations for non-traditional students who are place-bound.

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 2010-2011 edition of the *Occupational Outlook Handbook* of the US Bureau of Labor Statistics (BLS) has reported that those with MBA degrees have employment opportunities in multiple occupational sectors, including jobs in management, business, and financial occupations. It is expected that jobs in these sectors will increase by 11 percent between 2008 and 2018. These numbers translate into approximately 454,300 jobs in management professions and 1.2 million jobs in financial occupations. In addition, other professional and related occupations are expected to add nearly 5.2 million jobs in areas such as management analysts, compliance experts, and accounting. These trends are reflected in the publication of *Quacquarelli Symonds (QS) Limited* which showed that the number of individuals with MBA degrees hired in the consulting sector has more than doubled since 2003. The publication suggests that the MBA is no longer seen as a career-specific degree. It is now recognized as a degree that provides a breadth of knowledge and skills applicable to most careers and occupations.

Occupational projections by the Illinois Department of Employment Security indicated a strong growing occupational demand for MBA graduates between 2008 and 2018. The projections show that management occupations are expected to grow by 3.5 percent or from approximately 411,409 jobs to 426,102 jobs. This occupational category includes chief executives and top managers in areas such as advertising, public relations, sales, operations, finance, human resources, manufacturing, and engineering. In the northern Illinois region, the number of establishments doing business in the Chicago metropolitan area has grown by 1.8 percent or 234,281 jobs from 2008 to 2018. The industries with the largest projected employment growth were health care, social assistance, educational services, transportation and warehousing, recreation, and hospitality.

Trends reported by the Graduate Management Admission Council (GMAC) indicate that, the number of those interested in earning MBA degrees is growing significantly. In Illinois, the number of Graduate Management Admission Test (GMAT) test takers increased more than 18 percent from 6,793 in 2004-2005 to 8,051 in 2008-2009. The proposed program is to be offered in Chicago, a globally connected city with the headquarters of more than 50 multinational corporations and the second largest concentration of trade associations in the United States (U.S.). It is expected that demand for this program, the only full-time, 12-month, evening MBA program in Chicago, will surpass the current student projections when the program is established and matures. According to the GMAC's survey results of leading firms in the U.S., approximately 60 percent of them hired more personnel with a MBA than any other master's degrees. The firms include Accenture, All State Insurance, American Express, AT&T, Bank of America, Ford Motors, General Motors, General Electric, and IBM.

The Illinois Public Agenda for College and Career Success

Northern Illinois University's proposed MBA program will address Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2, *Ensure college affordability for students, families and taxpayers*, will be addressed by the University's tuition which is lower than tuitions of private colleges and universities in Chicago for MBA programs. 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 the AACSB accredited program by recruiting and producing high quality credentials to contribute to meeting higher education and the state's priorities.

Comparable Programs in Illinois

Within the state, 11 public universities and 26 non-profit colleges and universities offer MBA programs that are comparable to the proposed program. Northeastern Illinois University offers an evening and week-end MBA program with comparable costs to this program. However, the program is not offered in an accelerated 12-month, full-time format and the program is not AACSB accredited. Although both the University of Illinois at Chicago and at Urbana-Champaign offer MBAs to non-traditional students and the programs are AACSB accredited, each program takes 20 months to complete compared to this program's duration of 12 months. Governors State University's MBA takes 15 months to complete but it is located in the South Metro Region, south of the Chicago Region. MBA programs offered by private colleges and universities in Chicago are similar to this program but they cost considerably more and none of them is designed for completion in 12 months with an evening-class format.

While it is expected the program will have some minimal impact on the MBAs offered in Chicago by public universities and independent institutions, the exact extent of the impact is unknown at this time. The impact should be minimal because it is estimated that about 35 students, a modest number in an extensive market, will enroll in the program by the fifth year of operation. Additionally, this program should be attractive to a unique group of prospective students who are committed to completing the program in one year of full-time study in the evening which does not accommodate the needs of many working adults.

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.

Northern Illinois University's proposed MBA is designed as a terminal degree for business professionals. It incorporates the themes of global perspectives of business, leadership, ethics, social responsibility, and communication that are integrated throughout the curriculum. Targeted clientele of the program are place-bound working adults who wish to complete the program in one year of coursework in the evenings. Unlike most MBA programs that are departmentally based, this program will have oversight from the Associate Dean of Graduate Studies in the College of Business. The program is interdisciplinary and it incorporates all the functional areas of business, including accounting, finance, management, marketing, operations management, and management information systems. Critical knowledge and skills for effective management practices are acquired in coursework related to marketing management and strategic management, and policy. Leadership and interpersonal skills are to be acquired in courses such as organizational behavior, negotiation, and conflict resolution. Global and ethical issues are

addressed in courses related to accounting, entrepreneurship, and venture management, among others.

At the completion of this program, graduates are expected to be able to:

- Explore and apply effective management practices in business;
- Examine functional and team leadership, and interpersonal skills as well as global and ethical issues and apply as needed; and
- Build a foundation of knowledge and skills that are effective in problem solving, adapt to changing environments, and develop practical strategies for implementing change, among other objectives.

The goals and objectives of this program are consistent with and support the mission and priorities of Northern Illinois University.

Curriculum and Assessment

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

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

Admission Requirements

To be admitted to Northern Illinois University's MBA program an applicant must meet the requirements of the Graduate School which consist of a minimum GPA of 2.75 on a 4.00 scale or have completed 15 or more semester hours of graduate work at an accredited institution with a GPA of 3.20 or higher on a 4.00 scale. In addition, the applicant must submit official scores of the GMAT with a minimum score of 450; submit two letters of recommendation, documentation of a goal statement, and a resume. At the discretion of the Program Director, the applicant may be required to participate in an interview or submit additional materials deemed important in assessing the student's potential success in this program. These requirements are equivalent to the University's existing MBA programs.

Curriculum

The curriculum for the Master of Business Administration consists of at least 30 semester hours of graduate courses, including 21 hours from seven required courses. The seven required courses at the 600-level are: Managerial Accounting Concepts, Financial Analysis, Organizational Behavior, Strategic Management, Marketing Management, Operations Analysis, and Management of Information Systems Technology. These core courses are currently used to support the existing MBA programs of the University. Additionally, three highly recommended electives in the program are: Negotiation and Conflict Management, International Study in Marketing, and Entrepreneurship and Venture Management.

A unique attribute of the curriculum is the inclusion of an international component addressed by the course, MKTG 601 International Study in Marketing. This course is designed to introduce students to business practices, economics, history, language, and the culture of another country. The course is designed to increase students' understanding of differences between the U.S. and other countries; and the importance of the differences when conducting business internationally. Students will participate in a nine-day international study program to provide them a mix of company visits, government briefings, and university lectures that set the stage for discussing opportunities and problems that face "global" managers today and in future.

To maintain good academic standing in this program, a student must maintain 3.00 GPA in the program.

Assessment of Student Learning Outcomes

In addition to examinations, reports, and assignments in the key courses for this program, student learning outcomes will be assessed by course-embedded direct measurement methods in three key courses and one capstone course. Indirect methods of measurement include two student surveys and one alumni survey.

Course-embedded measures will occur in three courses. In MGMT 601 International Study in Marketing, the deliverables measuring student learning outcomes include the development of a team contract and case study paper, a team presentation about the selected country to be visited, a company log, and a synopsis of current event articles relevant to the course. In MGMT 672 Strategic Management, students will be engaged in a strategic simulation and case studies to promote an understanding of business strategy as a creative process rather than a business science. In MGMT 637 Entrepreneurship and Venture Management, students will be required to produce a written presentation of a project demonstrating the successful integration of a functional area of business and the analysis of an actual business. In addition, students will be required to provide an oral defense of the project selected, and produce a set of recommendations about the project.

Program Assessment

Consistent with Illinois Board of Higher Education (IBHE) requirements, the University will submit a progress report on the Master of Business Administration at the end of the third year of operation. The report will summarize key areas of accomplishments by the faculty, any remaining challenges, and how each challenge will be addressed. In addition, the program faculty will participate in Northern Illinois 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 rates of students in the program, and the level of alumni and employer satisfaction with the program. The faculty will use three surveys to determine the level of satisfaction of students and alumni with this program. Faculty will also use measures such as the percent of graduates employed in occupations closely related to business administration and management. Accreditation of the program by the Association to Advance Collegiate Schools of Business International will be another mode for assessing the program. 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.

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.

Adequate instructional facilities and other needed resources to support this program in Chicago will be rented. In addition to a comfortable learning environment, the instructional requirements for the program will focus on the availability of instructional technologies such as wireless Internet access to most of the vital information for the program including library resources, audio and video conferencing, white boards, computer data projections, email, and space for faculty-student conferencing. No laboratories or clinical spaces are needed for this program.

Library

Northern Illinois University Library system consists of the Founders Memorial Library and several branch libraries on campus, and “virtual” libraries at the University’s regional centers. The library holdings include more than 2.5 million circulation volumes, more than 2 million microforms, and 15,800 current serials. The holdings encompass journals and electronic access to online indices. These resources and others are available to on- and off-campus faculty, students, and staff. Additionally, the library is a depository of federal documents with more than 1.3 million publications.

Important library resources that will support the proposed program include serials and reference materials such as *Mergent Online*, *Standard and Poor’s*, *Value Line Investment Survey*, and *Euromonitor*, as well as electronic access to information in business, including *ABI/Inform* and *Ebsco’s Business Source Elite*. Other resources will be available through document delivery services to all faculty in order to have real-time use of the resources and materials.

The MBA program will be supported by at least 17 electronic journals, including *Accounting Technology*, *Corporate Finance*, *Global Investor*, *Journal of Marketing*, *Journal of Strategic Marketing*, *Human Resource Management Journal*, *Journal of Information Systems*, *Management and Organizational Review*, *The American Enterprise*, *The International Journal of Human Resource Management*, and *the Journal of Financial Research*. The program will be supported by at least eight text books, including *The Deadline: A Novel about Project Management*; *Cost Management: Measuring, Monitoring, and Motivating Performance*; *Strategic Management: An Integrated Approach*; *Operations and Supply Management*; and *Managing and Using Information Systems*.

These resources are functionally equivalent to the resources that support the University’s existing MBA programs, and are more than adequate for this program.

Technology and Instructional Resources

The University uses a course server, Blackboard, to which all faculty and students will have access. The use of Blackboard supplements classroom facilities and enhances instructional

technologies by permitting faculty to post materials, deliver tests and surveys, hold online discussions, and employ many other course-related functions. Electronic guides and tutorials for teaching using Blackboard are available to faculty members and the Faculty Development and Instructional Design Center provides regular programming on Blackboard features and other instructional techniques.

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 Associate Dean for Graduate Studies in the College of Business will provide oversight for this program. The Program Director will be responsible for the day to day management of the program. The Associate Dean and the Director have extensive experience in the College of Business.

Six regular faculty members and an adjunct faculty member will be responsible for this program. They are all credentialed with a Ph.D., an Ed.D., or a Doctor of Business Administration degree. They consist of two full professors, three associate professors, an assistant professor, and an adjunct faculty member. Their academic disciplines include accounting, operations management and information systems, management, and finance. It is planned that 70 percent of courses for this program will be taught by the College of Business faculty members who are tenured or on tenure track. As a group, the faculty has published extensively and some of them have had major consulting responsibilities. One of them is the recipient of the Grant Medal and Lancaster Medal from the American Society for Quality.

It is expected the faculty will take advantage of opportunities to improve their teaching through programs and resources available from the Faculty Development and Instructional Design Center. The center offers programs focusing on the integration of technology for instruction, teaching effectiveness workshops, and seminars on numerous topics. They may participate in the Multicultural Curriculum Transformation Institute which heightens or reinforces their knowledge and sensitivity about multicultural topics and issues.

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 MBA program since the program will be paid for by funds from fees paid by students enrolled in the program. The University has projected the budget for this program will grow from \$249,500 in the first year to \$369,800 in the fifth year. The funds will meet the costs for faculty, other personnel, as well as supplies, services, equipment, and facilities. If the number of students in the program surpasses the projected enrollments in the fifth year, the program will bring in additional funds commensurate with the growth.

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.

Northern Illinois University's business degree programs, including the existing MBA programs, are accredited by the Association to Advance Collegiate Schools of Business International. Upon approval, this program will be covered by the accreditation and future evaluations of the Association will include assessment of this program.

Program Information

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

Information about Northern Illinois University's Master of Business Administration, 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.niu.edu. Comparable information about the program will be published electronically in the University's Graduate Catalog. Similar information may be available from the College of Business upon request.

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

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 Latino and Latin American Studies in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Northern Illinois University authorization to establish the Master of Business Administration in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.