**9. Program Description and Requirements**

Illinois Administrative Code: *1050.30(b)(1) [applicable only to new 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.*

*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)(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.*

**a. Admission Requirements**

Provide a brief narrative description of the minimum admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

**b. Program Description**

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program. The learning objectives on which the curriculum is based are discussed in Section 10)

This section also should discuss:

* The unique qualities of this program
* Its delivery method (face-to-face, online, hybrid, etc.)
* Its curriculum’s alignment with national standards (if applicable)

**c. Graduation Requirements**

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

**d. Specialized Program Accreditation**

Describe the institution’s plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

**e. Licensure or Certification for Graduates of the Program**

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

**10. Plan to Assess and Improve Student Learning**

Illinois Administrative Code: *1050.30(b)(1)(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.*

**a. List the program’s student learning objectives.**

Each objective should identify what students are expected to know and/or be able to do upon completing this program.

**b. Describe how, when, and where these learning objectives will be assessed.**

Your description should demonstrate that the assessment will:

* be systematic (that is, occur at different points throughout the program, including course-by-course and end-of-program);
* include multiple, discipline-appropriate measures of student learning;
* emphasize direct measures (e.g., assessments of learning via capstone courses, internships, portfolios, recitals, exhibits, theses, dissertations; standardized, locally-developed, comprehensive, or professional licensure and certification exams; and so on); and
* include indirect assessments from key stakeholders such as current students, alumni, employers, graduate schools, etc. These may include job placement/career advancement/graduate school acceptance rates of graduates, graduate/employer satisfaction survey results etc.

**c. Identify faculty expectations for students’ achievement of each of the stated student learning objectives.**

What score, rating, or level of expertise will signify that students have met each objective? Provide rating rubrics as necessary.

**d. Explain the process that will be implemented to ensure that assessment results are used to improve student learning.**