



November 28, 2017

Members of the Board Academic Matters Committee

Shirley Portwood, Chair  
J. Phil Gilbert  
Luke Jansen  
Joel Sambursky

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, December 14, 2017, at 9:00 a.m. in the Student Center, Ballroom B of Southern Illinois University Carbondale. The agenda is attached.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink that reads 'Brad Colwell'. The signature is written in a cursive style with a large, stylized 'B'.

Brad Colwell  
Vice President for Student and Academic Affairs

/pm

Attachment

c: Sam Beard	Carlo Montemago
Marsha Ryan	Randall G. Pembroke
Amy Sholar	Jerry Kruse
Randal Thomas	Other Interested Parties
Randy J. Dunn	

## AGENDA

### MEETING OF THE SOUTHERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES ACADEMIC MATTERS COMMITTEE

Thursday, December 14, 2017  
9:00 a.m.

Ballroom B, Student Center  
Southern Illinois University Carbondale

1. Announcements
2. Approval of Minutes of the Meeting September 14, 2017
3. Information Report: Program Quality Assurance
4. Recommendation for Honorary Degree, SIUE  
[Dr. Vaughn Vandegrift] (Board Agenda Item P)
5. Recommendation for Distinguished Service Award, SIUE  
[Senator William Haine] (Board Agenda Item Q)
6. Recommendation for Honorary Degree, SIUC  
[Ms. Janice L. Jacobs] (Board Agenda Item K)
7. Recommendation for Honorary Degree, SIUC  
[Mr. Richard W. Peck] (Board Agenda Item L)
8. Recommendation for Honorary Degree, SIUC  
[Mr. Richard Roundtree] (Board Agenda Item M)
9. Recommendation for Distinguished Service Award, SIUC  
[Dr. Bob G. Gower] (Board Agenda Item N)
10. Recommendation for Distinguished Service Award, SIUC  
[Mr. Harvey Welch] (Board Agenda Item O)

11. Presentation: Access to Research and Experiential Learning

Presenters: Dr. Rhetta Seymour, Associate Director  
McNairs Scholars Program

Ms. Izabella Bradford, Senior, Microbiology Major

Ms. Ana Hernandez, Senior, Social Work/Political Science Major

12. Other Business

13. Adjournment

**BOARD OF TRUSTEES**  
**SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting**

September 14, 2017

The Academic Matters Committee met at 9:05 a.m. on Thursday, September 14, 2017, in Roller Hall at the SIUE School of Dental Medicine in Alton, Illinois. Present were: Shirley Portwood, J. Phil Gilbert, Luke Jansen, and Joel Sambursky. Other Board members present were: Marsha Ryan, Amy Sholar, and Randal Thomas. Executive Officers present were: President Randy J. Dunn; Senior Vice President Duane Stucky; Vice President Brad Colwell, Chancellor Carlo Montemagno, SIUC, Chancellor Randall Pembroke, SIUE, and Dean and Provost Jerry Kruse, SIU School of Medicine. Absent was Student Trustee Sam Beard.

**Announcements**

Vice President Brad Colwell announced that he is getting acclimated to his Vice President position and attending several sundry meetings. He is communicating with the campuses to determine ways the system office can help them. Should the Board of Trustees have any academic questions, he is available to assist.

**Approval of the Minutes of the July 13, 2017, Meeting**

Motion was made by Trustee Gilbert to approve the minutes of the July 13, 2017, meeting. The motion was duly seconded by Student Trustee Jansen and passed by the Committee.

**Executive Summary: Resource Allocation and Management Program (RAMP) Budget Request, Fiscal Year 2019 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item K)**

President Dunn introduced RAMP FY 2019. Instead of the pro-forma process as was done last year, it was decided that a more careful approach would be made to include additional budget requests from the campuses. The campuses provided additional appropriation requests in addition to their requests from last year. It was believed that these additional requests should be formerly listed with IBHE should solicitations from the state or other sources of funding be available.

Background information on the requests were not included in the report but are available should the Board wish to review.

Motion was made by Student Trustee Jansen to approve Board Agenda Item K. The motion was duly seconded by Trustee Gilbert and passed by the Committee.

**Approval of the ERTC Advisory Committee Membership, SIUE (Board Agenda Item P)**

Chancellor Pembroke indicated that the Environmental Resources Training Center (ERTC) Advisory Committee consists of nine individuals. Three members are nominated by SIUE and six are appointed by the Governor's Office. The individuals help with curricular input in terms of SIUE's ERTC program. The program provides training on water quality and sewage treatment. SIUE is putting forth the names of two faculty, Jim Zhou, Professor of Civil Engineering, and Zhi-Qing Lin, Professor of Environmental Science. Their third nomination is Edward Matecki, Assistant Director for utilities, Facilities Management. SIUE is submitting the names for Board of Trustees' approval and to comply with the Sewage and Water System Training Institute Act (110 ILCS 530/0.01, PA 86-1324).

Motion was made by Trustee Gilbert to approve Board Item P. The motion was duly seconded by Student Trustee Jansen and passed by the Committee.

**Presentation: Outreach at the School of Dental Medicine**

Vice President Colwell introduced Dr. Bruce Rotter, Dean of the School of Dental Medicine who introduced presenter Dr. Katie Kosten, Clinical Assistant Professor and Director of Community Dentistry. She is also an alum of the School of Dental Medicine. With Dr. Kosten were fourth year dental students Austin LeMay and Brooke Seesengood.

Dr. Kosten's presentation highlighted the curricular goals of SIU School of Dental Medicine (SDM) which focus on 1) Service to the community particularly the underserved, 2) Providing students with meaningful, educational learning opportunities, and 3) Developing students into culturally competent "Big-Picture" thinkers.

Dr. Kosten's presentation covered the SDM's work with children, veterans, senior community, their annual "Give Kids a Smile Event", and their planned work in Costa Rica.

SIU School of Dental Medicine is one of the only dental care providers south of Chicago who treat Medicaid children with severe dental decay under general anesthesia. Any child with severe dental decay that cannot be treated in a traditional dental setting is treated by SIU SDM through a partnership with Touchette Regional Hospital in Centreville, Illinois. SIUE hopes to offer general anesthesia services at their new Edwardsville clinic located on the SIUE campus.

In addition to treating children, SIU SDM students initiated a dental program for homeless veterans through a Meridian Society Grant they acquired through the SIUE campus. They started a pipeline with an organization in the St. Louis area in order to provide care to homeless veterans. Soon after the program's inception, it was redefined to offer care to all veterans, homeless or not.

SDM recently expanded their partnerships to include two additional community clinics that no longer have dentists. Through the organization, Senior Services Plus in Alton and in Hardin, SIU SDM provide screenings, cleanings and refer patients to the dental school for further comprehensive care and provide them with a dental home. This is an opportunity for SDM students to work outside familiar populations, hone their skills, and develop a rapport and learn communication skills.

SIU SDM partners with Lewis and Clark Community College at the U of I extension office using a grant to provide interdisciplinary care to seniors. They also partner with them and other dental societies on their annual "Give a kid a smile" event where faculty and students provide free dental care to children who have difficulty accessing care. This year they hope to provide \$50,000 in free care and plan to offer free hearing screening and glucose screening to the parents while they are waiting.

Lastly, the biggest new endeavor for SDM is the plan to expand their services globally. Through Chancellor Pembroke and a partnership with SIUE, they have laid the ground work for a dental mission trip to Costa Rico in January 2018. They plan to take 20 dental students and seven faculty/health providers on the trip with an additional trip planned later in 2018. Students will receive credit for the trip. They are also discussing with Jessica Hinz, Director of Campus Wellness, Cultural Awareness, Diversity and Ethics, how they can incorporate a post-cultural reflection piece that students can delve into cultural competency and reflect on what they have learned outside of dentistry. SDM is trying to teach their students to be good humanitarians as well as dentists.

Dr. Kosten turned it over to Austin LaMay and Brooke Seesengood, who shared their experiences as students. LaMay spoke on the importance of educating the parents and kids to prevent future health problems, and Seesengood spoke about how SDM demonstrates how easy community service can be—inspiring students to return to their communities and give back. Both students agreed it was a valuable opportunity.

Dr. Kosten ended the presentation by sharing letters from the community thanking the SDM program and students for the care and service they provided.

She thanked the Board for the opportunity to present.

Chair Portwood asked if there were any questions or comments.

Trustee Gilbert commented that his dentist and his court reporter's daughter are graduates of SIU School of Dentistry. He was impressed with the outreach programs and cannot think of a better dental school in the country.

Dr. Kosten stated that they are truly a "diamond in the rough" for the valuable education the students receive through their clinical experiences.

Trustee Sholar said she is an Alton resident and the community is thankful for the SDM. She asked how long the outreach programs have been in existence.

Dr. Kosten said their outreach programs have been around for decades but have morphed over the years. There have been different directors and focuses. Dr. Poonam Jain did the initial ground work for the programs that are still active today. However, SDM continues to reevaluate how they reach people and the effectiveness of their programs.

Chair Portwood stated she recently took her four-year old grandson to her dentist who is also a graduate of SIU SDM. At the completion of the exam/dental work, the grandson highly praised the dentist—speaking volumes to how well the SIU SDM outreach clinicals prepare the dentists for practice.

### **Other Business**

Having no further business before it, the Academic Matters Committee adjourned at 9:36 a.m.

WBC/pm



November 28, 2018

Board of Trustees  
c/o Misty Whittington, Board Secretary  
Southern Illinois University System  
1400 Douglas Drive  
Stone Center – Mail Code 6801  
Carbondale, IL 62901

Dear Board Members,

The enclosed *Program Quality Assurance Report* is an annual report on the most recent program reviews for Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and School of Medicine. The report consists of three parts: (1) the accreditation report, (2) the program review report, and (3) the program review schedule.

This report will be sent to the Illinois Board of Higher Education upon your review and following the December 14, 2017, Board of Trustees' meeting.

Sincerely,

A handwritten signature in black ink that reads "Brad Colwell". The signature is written in a cursive, flowing style.

Brad Colwell  
Vice President for Student and Academic Affairs

/pm

Enclosure

c: Randy J. Dunn



# Program Quality Assurance

July 1, 2016 – June 30, 2017



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

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Submitted to the  
Illinois Board of Higher Education  
December 2017  
by the  
Office of Academic Affairs



## TABLE OF CONTENTS

<b>Introduction .....</b>	<b>1</b>
<b>Accreditation Reports</b>	
Southern Illinois University Carbondale, including the School of Medicine . .....	3
Southern Illinois University Edwardsville .....	9
<b>Program Review Reports</b>	
Southern Illinois University Carbondale .....	15
Southern Illinois University School of Medicine .....	27
Southern Illinois University Edwardsville .....	31
<b>Program Review Schedules</b>	
Southern Illinois University Carbondale .....	45
Southern Illinois University School of Medicine .....	63
Southern Illinois University Edwardsville .....	65



## Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all approved units of instruction, public service, and research offered by the public universities to be evaluated on a periodic basis. Specifically, the strategic plan for Illinois higher education, the *Illinois Public Agenda for College and Career Success*, suggests that universities ought to “strengthen accountability through national assessments with publicly reported results.”

Over time, the elements of evaluation have expanded from an initial list of indicators such as strengths, weaknesses, productivity and cost efficiency, to include assessment of student learning, stakeholder feedback, and continuous program improvement. For accredited programs, this review process has been in place long before the creation of the IBHE and involved on-site visits of representatives from the accrediting agency. For non-accredited programs, this became a new but important process intended to insure program quality and sustainability. This eight-year examination process has now evolved into a concept generally known as “program review.”

Program Review is a systematic way to assess the quality of the campus’ academic programs and determine ways to improve the quality of education, scholarship, and service. The purpose of program review is twofold: first, to assure that the faculty and administration provide high quality professional, graduate, and undergraduate programs for students; second, to identify corrective actions necessary to carry out the programs’ strategic plan.

While each campus uses differing processes to review the various programs throughout years 1 - 7, the culminating product of all programs (due in that 8<sup>th</sup> year) is a self-study. The self-study document is part of the program review process that focuses on program performance, continuous program improvement, the identification of problems and solutions, and evidence of student-learning outcomes.

This *Program Quality Assurance Report* presents the results of the University’s most recent accreditation and program reviews. The *Report* includes:

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs’ reviews and the identification of programs flagged for various issues.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2025.

The IBHE compiles these reports from the state’s public universities and shares the results annually with the Illinois General Assembly.

W. Bradley Colwell  
Vice President for Student and Academic Affairs



**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATIONS/AFFILIATIONS  
2016-2017**

<b>Accrediting Agency/ Affiliation</b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
<b><u>INSTITUTIONAL ACCREDITATION</u></b>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
<b><u>PROVOST AND VICE CHANCELLOR</u></b>				
American Camp Association (ACA)	2016	Accredited	2017	Touch of Nature Environmental Center, Camp Little Giant
American Association of Museums (AAM)	2015	Revoked	2017	University Museum
<b><u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u></b>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2016	Accredited	2020	Laboratory Animal Program
<b><u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u></b>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHHC)	2015	Accredited	2018	Student Health Center
American Psychological Association (APA), Committee on Accreditation	2011	Accredited	2018	Pre-Doctoral Internship Program in Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2015	Certified	2017	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2015	Accredited	2017	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited not renewing	2018	Counseling Center
National Association for the Education of Young Children (NAEYC)	2011	Lapsed not renewing	2016	Rainbow’s End Child Development Center
<b><u>COLLEGE OF AGRICULTURAL SCIENCES</u></b>				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Accredited	2017	B.S. in Hospitality and Tourism Administration, specializations in Food Service Management, Lodging Management, Tourism Management, and Event Planning and Management
Accreditation Council for Education in Nutrition and Dietetics (ASCEND)	2015	Accredited	2020	B.S. in Human Nutrition and Dietetics, Dietetic Internship Program, Didactic Program in Dietetics

<b>Accrediting Agency/ Affiliation</b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. in Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology
<b><u>COLLEGE OF APPLIED SCIENCES AND ARTS</u></b>				
Aviation Accreditation Board International (AABI)	2015	Accredited	2019	A.A.S. in Aviation Flight (AABI Flight Education)
American Board of Funeral Service Education (ABFSE)	2010	Accredited	2017	B.S. in Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Certified	2019	B.S. in Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	Accredited	2017	A.A.S. in Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS)	2015	Accredited	2020	B.S. in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	B.S. in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2010	Good Standing	2017	B.S. in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indefinitely	A.A.S. in Aviation Flight B.S. in Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. in Public Safety Management M.S. in Public Safety and Homeland Security Administration
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2009	Accredited	2017	M.S. in Medical Dosimetry
	2012	Accredited	2020	B.S. in Radiologic Sciences, Radiation Therapy option
	2015	Initial Accreditation	2018	Magnetic Resonance Imaging Specialization;
	2015	Initial Accreditation	2018	A.A.S. Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture

<b>Accrediting Agency/</b>	<b>Last Review</b>	<b>Next Review</b>	<b>Accredited/Affiliated</b>
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<u>Affiliation</u>	<u>Year</u>	<u>Status</u>	<u>Year</u>	<u>Program/Unit</u>
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.S. in Interior Design
	2007	Good Standing	2017	B.S. in Fashion Design and Merchandising
National Automotive Technicians Education Foundation (NATEF)	2013	Certified	2018	B.S. in Automotive Technology
<b><u>COLLEGE OF BUSINESS</u></b>				
AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	B.S. in Accounting, B.S. in Business and Administration, B.S. in Business Economics, B.S. in Finance, B.S. in Management, B.S. in Marketing, Master of Accountancy, MBA, Ph.D. in Business Administration
<b><u>COLLEGE OF EDUCATION AND HUMAN SERVICES</u></b>				
Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	M.S. in Behavior Analysis and Therapy
Commission on Accreditation of Rehabilitation Facilities (CARF)	2017	Accredited	2020	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	Accredited	2018	M.S.Ed. in Educational Psychology, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, Ph.D. in Educational Psychology (Counselor Education)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2017	Accredited	2025	B.S. in Communication Disorders and Sciences, M.S. in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2016	Probation	2018	M.P.H. in Public Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2018	M.S. in Rehabilitation Counseling
Council on Social Work Education (CSWE)	2010	Accredited	2018	B.S. in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2015	Accredited	2017	M.S. in Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2015	Accredited	2020	Teacher Education Program - Initial Programs

<b>Accrediting Agency/ Affiliation</b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
<b><u>COLLEGE OF ENGINEERING</u></b>				
Engineering Accreditation Commission of ABET	2015	Accredited	2021	B.S. in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2015	Accredited	2017	B.S. in Industrial Technology
<b><u>SCHOOL OF LAW</u></b>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2016	Pending	2017	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
<b><u>COLLEGE OF LIBERAL ARTS</u></b>				
American Bar Association (ABA) Standing Committee on Paralegals	2011	Approved	2017	B.S. in Paralegal Studies
American Psychological Association (APA), Committee on Accreditation	2012	Accredited	2019	Ph.D. in Clinical Psychology
	2014	Accredited	2021	Ph.D. in Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A., B.F.A., M.F.A. in Art; B.A., B.F.A. in Design; certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. in Music, B. Music, and Master of Music B.F.A. in Musical Theatre
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2015	Accredited	2022	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. in Theatre, M.F.A. in Theatre, Ph.D. in Speech Communication (Theatre) B.F.A. in Musical Theater
University and College Intensive English Programs (UCIEP)	2016	Membership	2017	Center for English as a Second Language (CESL)
American Association of Intensive English Programs (AAIEP)	2016	Membership	2017	Center for English as a Second Language (CESL)
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u></b>				
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2014	Accredited	2020	B.S. in Journalism
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A. in Cinema and Photography
	2007	Good Standing	2017	M.F.A. in Mass Communication and Media Arts
<b><u>SCHOOL OF MEDICINE</u></b>				
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2017	Accredited	2027	M.S. in Physician Assistant
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2015	Accredited	2018	Laboratory Animal Medicine
<b><u>COLLEGE OF SCIENCE</u></b>				
American Chemical Society (ACS)	2015	Approved	indefinite	B.S. and B.A. in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2016	Accredited	2022	B.S. in Computer Science



**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
ACCREDITATIONS/AFFILIATIONS  
2016-2017**

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>INSTITUTIONAL ACCREDITATION</u></b>				
The Higher Learning Commission	2014	Accredited	2024-2025 (Next Assurance Review in 2018)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
<b><u>INSTITUTIONAL AFFILIATIONS</u></b>				
The Council for Undergraduate Research	2007	Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	Institutional Membership	Renewable annually	
<b><u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u></b>				
Early Childhood Center	2014	Accredited	2018	
<b><u>PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS</u></b>				
None				
<b><u>CENTER FOR INTERNATIONAL PROGRAMS</u></b>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<b><u>ENROLLMENT MANAGEMENT</u></b>				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
<b><u>INSTITUTIONAL DIVERSITY AND INCLUSION</u></b>				
Diversifying Faculty in Illinois		Affiliation	N/A	

<b>Accrediting Agency/ <u>Affiliation</u></b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	
<b><u>COLLEGE OF ARTS AND SCIENCES</u></b>				
Accrediting Council on Education in Journalism and Mass Communications	2016	Accredited	2022-2023	Baccalaureate program in Mass Communications
American Art Therapy Association	2011	Accredited	2018	Master's program in Art Therapy
American Chemical Society	2014	Reapproved	2018-2019	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Accredited	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Accredited	2019	Master's program in Social Work
National Association of Schools of Music	2010	Accredited	2019	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Accredited	2019	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art
<b><u>SCHOOL OF BUSINESS</u></b>				
Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Baccalaureate and Master's programs in Business

<b>Accrediting Agency/ Affiliation</b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Bachelor of Science and Master of Science in Accountancy
<b><u>SCHOOL OF DENTAL MEDICINE</u></b>				
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Advanced Education in General Dentistry (certificate program)
<b><u>SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR</u></b>				
Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Accredited	2018	Graduate program in Speech Language Pathology
Illinois State Board of Education	2007 for the unit/all programs receive annual review	Continued approval	2015 for programs / 2016 unit report due	All teacher education programs
National Association of School Psychologists	2014	Reapproved through 2019	2018-2019	Specialist degree in school psychology
National Council for Accreditation of Teacher Education	2014	Accredited	2020	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2016-2017	Initial Accreditation Sought	2017	Baccalaureate program in public health
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation for the Exercise Sciences	2014-2015	Initial Accreditation Sought	2019	Exercise Science (undergraduate) and Exercise Physiology (graduate)

**SCHOOL OF ENGINEERING**

<b>Accrediting Agency/ Affiliation</b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
Accreditation Board for Engineering and Technology	2014	Accredited	2020	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2014	Accredited	2020	Baccalaureate program in computer science
American Council for Construction Education	2012	Accredited	2017	Baccalaureate program in construction management

#### **GRADUATE SCHOOL**

Community of Science (COS)		Membership	Renewable annually
Council of Graduate Schools		Membership	Renewable annually
Federal Demonstration Partnership		Membership	Renewable annually
Illinois Association of Graduate Schools		Membership	Renewable annually
Midwest Association of Graduate Schools		Membership	Renewable annually
National Council of University Research Administrators		Membership	Renewable annually

#### **GRADUATE SCHOOL (Continued)**

Public Responsibility in Medicine and Research (PRIMR)		Membership	Renewable annually
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#### **SCHOOL OF NURSING**

Commission on Collegiate Nursing Education	2009	Accredited	2019	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Accredited	2020	Nurse Anesthesia



<b>Accrediting Agency/ <u>Affiliation</u></b>	<b>Last Review <u>Year</u></b>	<b><u>Status</u></b>	<b>Next Review <u>Year</u></b>	<b>Accredited/Affiliated <u>Program/Unit</u></b>
Commission on Collegiate Nursing Education	2013	Accredited	2018	Doctor of Nursing Practice
<b><u>SCHOOL OF PHARMACY</u></b>				
Accreditation Council for Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** B.A. in Languages, Cultures, and International Studies
3. **Date** July 2017
4. **Contact Person** David DiLalla/Lizette Chevalier
  - 4.1. **Telephone** (618)453-5744 or (618)453-7653
  - 4.2. **E-mail** provost@siu.edu or lizette.chevalier@siu.edu
  - 4.3. **Fax** (618)453-3340

### 5. **Major Findings and Recommendations**

#### 5.1 Description and assessment of any major changes in the program:

As a result of the last review, the undergraduate language degree programs have been consolidated into the B.A. in Languages, Cultures, and International Studies. A new department wide curriculum committee has been created. New courses were created in English focusing on culture and literature. Faculty workload and service responsibility assignments have been redistributed.

#### 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The sharing of knowledge, decision-making, curriculum adjustment, and collaborative interaction across all units is hindered because governance resides at the individual section level. The following recommendations were provided by the reviewers:

- The Operating Paper of the department should be revised to include department wide input on matters.
- Positions of leadership should be discussed and planned by all of the departments tenured and tenure track faculty together.
- The Spanish curriculum needs to be revised and updated.
- Service duties should be distributed more equitably.
- Staffing shortages should be addressed by the department as a whole in order to better serve the different programs.

In addition, the department faces difficult choices due to limited resources available for staffing and a wide range of programmatic needs.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

Recommendations from the previous review included moving to a unified undergraduate degree, aligning research assignments with college norms, and revising curriculums. The department has since re-organized. The department also responded to the prior review and re-organized 4 credit courses into 3 credit course. Tenure track and tenured faculty now teach 2/2 loads instead of 3/2. Research productivity has increased. After a period where tenure and promotion failed 50% of the time, two faculty members have achieved T&P in the past five years and the two associate professors were promoted to full in the last year.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The department will work toward functioning as a cohesive whole and will develop means for faculty to showcase their scholarly activity to the entire University. They will re-focus the Spanish curriculum to encourage heritage speakers. In conjunction with the Provost, they plan to continue offering the well-attended Foreign Language Day as a recruitment tool. All faculty will participate in the implementation of the recently developed comprehensive assessment plan to ensure annual reporting of data is available for curriculum planning. New mechanisms will be identified for keeping in touch with alumni. The department will continue to focus on the strategic plan and the following goals: recruitment and retention, support of faculty research, reformation of the current curriculum, and strategic hiring.

**6. Outcome**

**6.1** Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2** Explanation

## SIU Program Review Summary

**PROGRAM:**

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	26	58
Master's		
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   11  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   3.5  

SCH PRODUCTION TOTAL	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	1372.5	1573
Master's		
Doctoral		

DEGREES AWARDED	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	0	1
Master's		
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	152.64	155.23
Master's		
Doctoral		



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** Paul Simon Public Policy Institute
3. **Date** July 2017
4. **Contact Person** David DiLalla/Lizette Chevalier
  - 4.1. **Telephone** (618)453-5744 or (618)453-7653
  - 4.2. **E-mail** provost@siu.edu or lizette.chevalier@siu.edu
  - 4.3. **Fax** (618)453-3340

### 5. **Major Findings and Recommendations**

#### 5.1 Description and assessment of any major changes in the program:

For almost twenty years, the mission of the Institute has guided the operation under three directors with distinct visions. Professional staff at the PSPPI teach 1-3 courses each semester for the university in various disciplines including Political Science, University Honors, Health Care Management, Journalism and Mass Communications. They also supervise numerous paid internships and other learning opportunities for university students. They are also available for classroom presentations. The PSPPI has increased its polling activity in the past few years, garnering national recognition. The center is currently managed by a interim Director.

#### 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The reviewers have framed substantive recommendations, many of which are directly related to fundraising:

- Fostering innovative partnerships and pursuing funding through grants, foundations and other external sources.
- Even with budget limitations, hiring someone to assist with grant writing is crucial to sustaining external funding and providing greater visibility. Strategies for self-funding this position should be considered.

- The upcoming 20 year anniversary of the Institute presents an excellent opportunity to highlight the many accomplishments since the inception. The approach to this milestone should be thoughtful and strategic as many priorities can be showcased and marketed during this event, such as Institute impact over time, fundraising needs, and strength of student engagement.

### 5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The review highlighted a number of practices that were adopted and attribute to the current strength of the institute:

“The Institute continues to fulfill its mission and serves as a major asset to the university and to the local community, state and nation. The public events series brings to campus prominent speakers discussing people and policies that are important to decision makers, the university community and the public. The Institute sponsors two or more polls a year of registered voters in Illinois. It solicits proposals from faculty and students to include questions for upcoming polls, which serves as a conduit for research activity and student engagement. The Institute effectively engages students with programming, scholarships and internships.”

### 5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The following recommendations were also proposed by the reviewers. They provide guidance for future activities and changes:

- Seek new collaborative projects, such as interdisciplinary grant proposals, co-sponsorships for event coordination, and possible sharing of faculty across departments or even institutions.
- Analyze and disseminate the vast amount of data that has been collected from the polls. The institute should considering establishing a ‘Researcher in Residence’ model for accomplishing this task. This would engage a scholarly research partner to evaluate this information, adding to the value of the polling over time. .
- Develop a system to track the success of PSPPI interns, following those are employed in the public service sector or pursue graduate education. This tracking system could identify future sponsors for internships or donors to the Institute. Targeted tracking of former students would also allow a more thorough assessment of student outcomes.
- The Institute should fill the current vacancy in the research position as it is critical for the health and mission of the institute;



**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** B.S. in Horticulture; B. S. in Crop, Soil, and Environmental Management
3. **Date** July 2017
4. **Contact Person** David DiLalla/Lizette Chevalier
  - 4.1. **Telephone** (618)453-5744 or (618) 453-7653
  - 4.2. **E-mail** provost@siu.edu or lizette.chevalier@siu.edu
  - 4.3. **Fax** (618)453-3340

### 5. Major Findings and Recommendations

#### 5.1 Description and assessment of any major changes in the program:

The review of the B.S. in Horticulture and the B.S. in Crop, Soil, and Environmental Management is the result of the disaggregation of the previous B.S. in Plant and Soil Sciences. The new degrees have now completed their third academic year.

#### 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

Please see 6.2 for explanation

#### 5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

Please see 6.2 for explanation

#### 5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

Please see 6.2 for explanation

**6. Outcome**

**6.1 Decision:**

\_\_\_\_\_ Program in Good Standing

  X   Program flagged for Priority Review

\_\_\_\_\_ Program Enrollment Suspended

**6.2 Explanation**

A comprehensive self-study was not completed during Spring 2017 for a BS in Horticulture and BS in Crop, Soil and Environmental Management. The report provided suggested the overall level of communication was unclear and the programs were not adequately evaluated as intended or expected. Summer 2017 will be dedicated to working on the self-study document within the department and the college, so a comprehensive review can take place. Therefore, it is recommended that a priority review occur in Fall 2017.

## SIU Program Review Summary

### PROGRAM: B. S. in Horticulture

ENROLLMENT – MAJOR HEADCOUNT	Three Years Ago (AY14)	Academic Year 2016
Baccalaureate	34	54
Master's		
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   12  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   1.5  

SCH PRODUCTION TOTAL	Three Years Ago (AY14)	Academic Year 2016
Baccalaureate	1222	1434
Master's		
Doctoral		

DEGREES AWARDED	Three Years Ago (AY14)	Academic Year 2016
Baccalaureate	2	15
Master's		
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2015
	130.58	130.61
Baccalaureate		
Master's		
Doctoral		

**PROGRAM: B. S. in Crop, Soil, and Environmental Management**

<b>ENROLLMENT – MAJOR HEADCOUNT</b>	<b>Three Years Ago (AY14)</b>	<b>Academic Year 2016</b>
Baccalaureate	45	55
Master's		
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   12  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   1.5  

<b>SCH PRODUCTION TOTAL</b>	<b>Three Years Ago (AY14)</b>	<b>Academic Year 2016</b>
Baccalaureate	1808	1716
Master's		
Doctoral		

<b>DEGREES AWARDED</b>	<b>Five Years Ago (AY10)</b>	<b>Academic Year 2014</b>
Baccalaureate	0	25
Master's		
Doctoral		

<b>COST PER CREDIT HOUR</b>	<b>Five Years Ago (AY10)</b>	<b>Academic Year 2015</b>
	207.39	203.19
Baccalaureate		
Master's		
Doctoral		

## PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University School of Medicine</u>
2.	Program Reviewed	<u>M.S. in Physician Assistant Studies</u>
3.	Date	<u>July 2017</u>
4.	Contact Person	<u>Gary J. Giacomelli</u>
4.1	Telephone	<u>(217) 545-1330</u>
4.2	E-mail	<u>ggiacomelli@siumed.edu</u>
4.3	Fax	<u>(217) 545-8135</u>

### 5. Major Findings and Recommendations

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Southern Illinois University School of Medicine Physician Assistant program sponsored by Southern Illinois University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

The next ARC-PA full accreditation review of this program will occur in Academic Year 2026-2027.

#### 5.1 Description and assessment of any major changes in the program:

The SIU Physician Assistant program began as a bachelor's level program in 1997, a collaborative program of the SIUC College of Applied Sciences and Arts and the SIU School of Medicine. The program was redesigned in 2007 as a master's degree program leading to the Masters of Science in Physician Assistant Studies (MSPA) degree.

The SIU Physician Assistant program was transferred to the SIU School of Medicine in 2012. The PA program is based in the medical school's Department of Family and Community Medicine/Carbondale. The program utilizes a problem-based learning curriculum in its first year, clinical rotations in its second year, and a clinical preceptorship following the clinical rotations year to prepare students as primary care physician assistants. The first year is provided in Carbondale. Clinical rotations and preceptorships occur in clinical sites around Illinois, concentrating in the south and central areas of the state.

Reflecting growing high demand in health care for physician assistants and consistently strong applicant interest in this program, the SIU PA program successfully applied to the ARC-PA for an increase in its maximum student enrollment count. This application was approved by the ARC-PA; the program's maximum enrollment was

increased to 120 students from 90 students, beginning in 2013. The program successfully fills all positions.

The SIU Physician Assistant program is a successful and nationally recognized program, recruiting well-qualified students and graduating physician assistants suitably prepared for practice in primary care clinics.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

In this review (2017), the ARC-PA granted full accreditation (“Accreditation-Continued”) to the school’s Physician Assistant program for the maximum ten-year period. The ARC-PA found the PA program to be in full compliance with 108 of its 114 accreditation standards. Areas identified for improvement include the need to explicitly define and publish to the PA students the program’s instructional objectives as well as providing additional evidence of instruction in social and behavioral sciences, normal and abnormal development, public health, licensure and credentialing regarding professional practice, reimbursement and documentation of care, and historical development and current trends in the PA profession. These are relatively minor citations and they will be resolved well before the next accreditation review.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

In the last review (2009), the ARC-PA cited the SIU PA program for two issues: allowing student members on the program’s Student Progress Committee to view confidential student records and failing to include sufficiently detailed student assessment outcome data in the accreditation self-study report. Subsequent reporting by the program to the accrediting agency clarified controls on the student records discussed in the SPC as well as provided the accrediting agency with the self-assessment/outcome data in sufficient detail. These actions resolved the concerns.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

The SIU PA program provided a detailed response to the ARC-PA regarding the 2017 citations on May 9, 2017. This response outlined the plans for more explicitly defining and publishing instructional objectives to the PA students and plans for increasing instructional content in the areas noted in the citation. The PA program director has responsibility for completing these improvement actions. Results will be monitored by both the PA program faculty and the Department of Family and Community Medicine leadership.



6. Outcome

6.1 Decision

- Program in Good Standing
- Program Flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation:

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) granted Accreditation-Continued status to the SIU School of Medicine's Physician Assistant program in April 2017 for the maximum ten-year period. The next ARC-PA full accreditation review will occur in Academic Year 2026-2027.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BS Early Childhood Education
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

**5.1** Description and assessment of any major changes in the program [e.g.,(a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

This program, like most of education programs in the country, has had decreased enrollment. The decreases in enrollment are thought to be due to decreases in state support of education and a change in the perception of teaching as a stable, engaging career.

**5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. The program should work with marketing and communications to help market the program, especially to students in community colleges nearby.
2. Students should receive information about the edTPA, and information about things such as how licensure works and the need for background checks as soon as possible.
3. The program should hire an additional faculty member.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This program has been working to redesign the program in response to revised state requirements. Additionally, the program revised the admissions process, course requirements, and scheduling. Students work with an education advisor as soon as they declare the major and this has helped to eliminate confusion.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program was able to hire an additional faculty member. They are working with marketing to develop a video. Students are provided with a handbook at the beginning of the program to help communicate information about such things as the edTPA. Relationships with area community colleges are strong and have been working well.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of the Faculty Senate felt that the program has been moving forward adequately related to several of the recommendations made during program review. The Council noted that the program needs assistance with managing space so that space may be made available for courses to have the storage and resources (such as a sink) that are needed for their classes.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BS Elementary Education
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g.,(a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

In 2010, the Illinois State Board of Education initiated higher cut scores for the Illinois Basic Skills Test and in the Test of Academic Proficiency. This resulted in decreased enrollment in the Elementary Education Program. In addition to changes in cut scores, students interested in pursuing teaching has decreased because of changes in perception of teaching as a stable career.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.
1. The program is encouraged to continue to develop strategies to ensure consistent communication is occurring across the program.
  2. The program should continue its work to clearly articulate the expected goals and outcomes throughout the program.
  3. The review committee recommends that administration recognize the technical needs that may constrain the CIED program's ability to complete its student goals.
  4. The review committee strongly encourages additional resources be focused on the building and oversight of this key component of the program's success. This could include the appointment of a dedicated director of field placements, above and beyond the faculty oversight that has been done in the past.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

Communication with students and advising has been adjusted to improve communication with students and clarify student expectations. The program is working to ensure alignment with state requirements.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The faculty in the program have adjusted to changes made and have worked to communicate the changes to students. A curricular map has been developed to clearly outline courses and program outcomes. Seminars have been developed to improve communication with students as they come into the program. The students in the program had a 100% pass rate on the EdTPA in 2016. The program directors have attended CAEP webinars and have shared information from the webinars with the faculty teaching in the program. Communication with information technology services is planned early to have the resources in place early for students when they need to upload their videos. The program faculty have been working closely with schools to improve matches between students and teachers.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of the Faculty Senate reiterated the program review suggestions that the program work with administration and information technology services to make sure that students are supported in their needs during uploading videos for the EdTPA. The program is still working on revisions in response to changes in state requirements for the program. The program is encouraged to watch the total student credit hours closely as revisions are made.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Foreign Languages and Literature
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. **Major Findings and Recommendations**

**5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The Foreign Languages and Literature department works closely with many other departments and schools on campus to initiate and assist with building relationships with programs abroad. Support for travel study and study abroad has decreased with decreases in the budget, but the department has been working with the university to be creative in maintaining opportunities for students.

**5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. The program should continue to work to clearly articulate their assessment plan and plans to act on their data.
2. The program should build in redundancies to store data so that information is not lost when faculty turn over.
3. The program should investigate the amount of conversation practice that students have throughout the program to maximize these opportunities for students.
4. The department should work with the Career Development Center to develop internship opportunities for students.
5. The department should work with university advising to clarify common misconceptions about foreign language study.
6. The program should reach out to other departments to encourage collaboration between other programs of study and foreign language.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The department has worked to provide greater outreach to the university to help build opportunities for students and faculty. Faculty have worked with faculty in other programs to offer interdisciplinary studies programs, minors, and certificate programs. Additionally, the program has increased opportunities for students to improve their language proficiency. This has been accomplished to conversation hours, film festivals, colloquia, etc. A full-time tenure track faculty member was hired to work with the teacher education program to improve oversight and success of the program.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program has already been making progress related to working to revise assessment strategies and increasing conversation practice for students. The program has an assessment committee that is working to find a midpoint assessment that may be common for all students within a specialization. The department chair has been working with the Vice Chancellor for Student Affairs, the International Student Services Office, and English as a Second Language Students to increase conversation hours in the Morris University Center as well as to set up Language Exchange practice with events such as game nights every other week. The department has also set up an internship committee to work to increase internship opportunities for students. The program has 2 students that will begin internships with the International Institute in St. Louis this fall. The group will investigate study abroad-internship opportunities. The program is also going to work with general advising to try to increase opportunities for students to double major, especially if they come to SIUE with foreign language credits. Finally, the program is working with the transfer office and the program director for the International Studies program to recruit students to major in Foreign Languages and Literature as a potential dual major.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate noted that this program has much greater stability than when the program was rated 'flagged for priority review' during the last program review. The Council urged the program to continue its great work with other departments to work on internship and travel study opportunities for students. The program has low enrollment in French and German programs, but good enrollment in Spanish. The Council noted however that enrollment overall was good.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BS Special Education
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

**5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Similar to other education programs, the undergraduate program in special education has experienced a decline in enrollments. This has been attributed to several factors including: increased Illinois State required entrance exams for teacher education, and a decreased perception of teaching as a stable career.

**5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. The program should work to collaborate with other programs on campus that work with students with similar needs and backgrounds.
2. Consider teaching courses in more non-traditional times and places to recruit additional students.
3. Work to include more online and hybrid courses in the program.
4. Record student teaching to use for feedback.
5. Work to deemphasize the edTPA.
6. Work to attain resources necessary for students to practice with, such as medicine balls, pencil grips, etc.
7. Consider expanding 2 + 2 agreements with community colleges.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

Additional faculty were added to the program to coordinate students' practicum. Additional courses were added to increase students' exposure to students with significant needs. A grow your own program was developed to work to improve diversity in the program.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

Several courses are available in the evenings. Courses are offered in hybrid and online formats where it is pedagogically sound to do so. The edTPA has been deemphasized, but adequately communicated to students regarding expectations. The program has good relationships with nearby community colleges and is investigating expanding these.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of the Faculty Senate commended the program on their forward and strategic thinking with this program. The Council recommended that the program work with the Dean's office and the Office of the Provost to work to find additional resources to maintain the simulation laboratory.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** G MSEd Curriculum and Instruction
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g.,(a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Consistent with National data from the Council of Graduate Schools, the number of students in the program has declined. Additionally, many school districts have decreased support for teachers to take graduate course work which has contributed to the decrease in the program enrollment. The licensing process by the Illinois State Board of Education has also changed. This degree does not add any credentialing which has also contributed to lower program enrollment.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. Work to revise how courses are scheduled, such as offering evening and online courses or different schedules, to attract additional students.
2. Create more of a balance in the program between practicum and research.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The exit requirement options for the program were revised to remove the exit exam option. Elective options have been revised and are available to nontraditional students. An additional graduate advisor has been hired to assist with advising graduate students in the program.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is investigating offering courses outside of the traditional semesters, such as offering 8-week courses, in order to attract more students. The program works with students to develop them as teacher-scholars, so the focus is primarily on action research in a practical setting rather than bench research. The program feels that they have an adequate balance of practice and research.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Programs Committee of the Graduate Council commended the program on their rigorous and well-designed curriculum, student mentoring, and intra-departmental relationships. The Committee encouraged the program to be creative in their scheduling of courses to attract additional students.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Education Leadership, Educational Administration EdD, MSED
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
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### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g.,(a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Enrollment in Education Administration programs is generally down throughout the state due to decreases in support for further education by many school districts; however, enrollment in these programs have remained healthy.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. Information about the programs available to students on the website and through published materials seems to be confusing to students and should be clarified.
2. Enhance recruitment strategies.
3. Investigate off-campus opportunities for the program.
4. Additional faculty are needed.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

At the time of the last report, the program was in the middle of a redesign process to align to new state laws. The program revisions were reviewed and approved by the University and the State. The advising process for students has been revised and enhanced. Many of the courses are offered in hybrid formats with weekend instruction. Assessments in the program have been completely redesigned. The program began a student community site on Blackboard for the students to work with and communication with each other.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program has revised materials on the website and made additional information available to students on the student Blackboard site. The program also surveyed students to find out what information was unclear. Faculty in the program have begun providing professional development for local schools on site during institute days. The program faculty are continuously looking into the possibilities of online and off-campus meetings to meet the needs of both students and the university. The program has requested a search for a full-time, tenure-track faculty member.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Programs Committee of the Graduate Council commended the program on their dedicated faculty and their commitment to excellence as they revised the programs to meet new state standards. The Council noted that the program appears to be committed to continuous improvement and dedicated to their students.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MSEd Special Education
3. **Date** 2015-2016
4. **Contact Person** P. Denise Cobb
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### 5. **Major Findings and Recommendations**

**5.1** Description and assessment of any major changes in the program [e.g.,(a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Although the national trend in education programs is a decrease in enrollment, this program has maintained fairly steady enrollment.

**5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. Continue to work to provide additional course options, including specializations, in the program for students.
2. Determine options for students coming from a special education undergraduate program versus for students without that background.
3. Review assessment measures.
4. Work to increase enrollment.
5. Work to collaborate more with faculty in other programs.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program worked to redesign the research and methods courses and sequencing. The revisions helped students be better prepared for their action research projects. The program also worked to increase elective opportunities for students. A program advisory board was revitalized and works with the program on input and planning.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is looking into revising curricular options, such as specializations, to increase enrollment. They are looking to work with faculty in other programs. The program directors are being trained on CAEP outcomes and standards and are working to revise assessments to meet these standards. The program is investigating online courses.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Programs Committee of the Graduate Council commended the program on its responsiveness to changing state requirements. The Committee also recognized a strong core faculty team and stable leadership. They highlighted the need for the program to continue working to increase enrollment



**PROGRAM REVIEW SCHEDULE-UG/Graduate**  
**Southern Illinois University Carbondale**  
**July 1, 2017**

College of Agricultural Sciences								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
B.S. in Agribusiness Economics	2010-11	2019-20	x					
B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	2010-11	2019-20	x					11/5/2003 3/3/2011
B.S. in Animal Science	2012-13	2020-21	x					
B.S. in Crop, Soil and Environmental Management	2016-17	2017-18	x					7/6/2013
B.S. in Forestry	2010	2020-21		x	Society of American Foresters (SAF)			8/4/2004
B.S. in Horticulture	2016-17	2017-18	x					7/6/2013
B.S. in Hospitality and Tourism Administration	2010-11	2019-20		x	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007
B.S. in Human Nutrition and Dietetics	2010	20-19-20		x	Accreditation Council for Education in Nutrition and Dietetics (ACEND) formerly (CADE) of the American Dietetic Association (ADA)			4/11/2007
M.S. in Agribusiness Economics	2010-11	2019-20	x					
M.S. in Animal Science	2012-13	2020-21	x					

M.S. in Food and Nutrition	2011-12	2019-20	x					8/4/2004
M.S. in Forestry	2012-13	2020-21	x					11/3/2016
M.S. in Plant, Soil and Agricultural Systems	2012-13	2020-21	x					1/8/2009
Ph.D. in Agricultural Sciences	2011-12	2019-20	x			12/4/2007		
<b>College of Applied Sciences &amp; Arts</b>								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
A.A.S. in Aviation Flight	2014-15	2018-19		x	Aviation Accreditation Board International (AABI) & Flight Standards District Office			
A.A.S. in Physical Therapist Assistant	2008	2017-18		x	Commission on Accreditation in Physical Therapy Education (CAPTE)			
A.A.S. Radiological Sciences	2015-16	2018-19		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug-2011		
B.S. in Architectural Studies	2013	2020-21		x	National Architectural Accrediting Board (NAAB)			
B.S. in Automotive Technology	2012	2018-19		x	National Automotive Technicians Education Foundation			4/7/2009
B.S. in Aviation Management	2012-13	2020-21	x					7/15/1999
B.S. in Aviation Technologies	2011	At FAA Discretion		x	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999
B.S. in Dental Hygiene	2014-15	2019-20		x	Commission on Dental Accreditation (CODA) of the American Dental Association			
B.S. in Fashion Design and Merchandising	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			10/4/2001
B.S. in Health Care Management	2014-15	2018-19		x	Association of University Programs in Health Administration (AUPHA)			
B.S. in Information Systems Technologies	2010-11	2019-20	x			5/28/2015		9/22/1999

B.S. in Interior Design	2010	2017-18		x	Council for Interior Design Accreditation (Formerly FIDER); National Association of Schools of Art and Design (NASAD)			
B.S. in Mortuary Science and Funeral Service	2010	2017-18		x	American Board of Funeral Service Education (ABFSE)			
B.S. in Public Safety Management	2015-16	2020-21		x	International Fire Service Accreditation Congress (IFSAC)			3/15/2016
B.S. in Radiologic Sciences (Diagnostic Medical Sonography)	2014-15	2020-21		x	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography			
B.S. in Radiologic Sciences (Radiation Therapy)	2012	2020-21		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)			
B.S. in Technical Resource Management	2012-13	2020-21	x					10/27/2005
M.S. in Medical Dosimetry	2009	2017-18		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007		3/3/2009
M.S. in Public Safety and Homeland Security Administration	2015-16	2020-21	x			2011		3/15/2016
M.S. in Radiologic Sciences		2020-21	x			10/7/2015		
Master of Architecture	2013	2020-21		x	National Architectural Accrediting Board (NAAB)	10/10/2006		
Master of Health Administration		2020-21	x			12/1/2015		
Master of Health Informatics		2020-21	x			12/1/2015		

College of Business								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
B.S. in Accounting	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
B.S. in Business and Administration	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001
B.S. in Business Economics	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
B.S. in Finance	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000
B.S. in Management	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
B.S. in Marketing	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
M.Acc. Master of Accountancy	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
Executive M.B.A.	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
M.B.A.	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003
Ph.D. in Business Administration	2016-17	2020-21		x	AACSB International - The Association to Advance Collegiate Schools of Business			
College of Education & Human Services								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
B.S. in Behavior Analysis and Therapy		2018-19	x			10/7/2014		
B.S. in Communication Disorders and Sciences	2016-17	2024-25		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)			

B.S. in Early Childhood	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children (NAEYC)			
B.S. in Elementary Education	2012	2019-20		x	CAEP/NCATE/Association for Childhood Education International(ACEI)/National Council for Teachers of Mathematics (NCTM)			
B.S. in Exercise Science	2011-12	2019-20	x					11/20/2007
B.S. in Physical Education Teacher Education	2012	2019-20		x	CAEP/National Association for Sport & Physical Education (NASPE)			11/20/2007
B.S. in Public Health	2010-11	2018-19	x					
B.S. in Recreation Professions	2014-15	2020-21	x					9/27/2016
B.S. in Rehabilitation Services	2011-12	2019-20	x					
B.S. in Social Science - eliminated	2011-12	Teach Out		x	CAEP/NCATE/		5/11/2017	3/8/2004
B.S. in Social Work	2010	2018-19		x	Council on Social Work Education (CSWE)			
B.S. in Special Education	2012	2019-20		x	(CAEP)/ (NCATE)/Council for Exceptional Children (CEC)			
B.S. in Sport Administration	2014-15	2022-23	x					
B.S. in Workforce Education and Development	2010-11	2018-19	x					8/15/03 3/9/2005
M.P.H. Master of Public Health	2015-16	2017-2018		x	Council on Education for Public Health (CEPH)	6/8/2004		9/27/2016 Probation until July 1, 2018/Full Site
M.S. Ed. in Curriculum and Instruction	2014-15	2019-20	x					
M.S. in Behavior Analysis and Therapy	2013	2018-19		x	Association for Behavior Analysis International (ABAI)			

M.S. in Communication Disorders and Sciences	2016-2017	2024-25		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)			
M.S. in Rehabilitation Administration and Services	2010-11	2018-19	x					
M.S. in Rehabilitation Counseling	2010	2017-18		x	Council on Rehabilitation Education (CORE); Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)			
M.S.Ed. In Counselor Education	2016-17	2018-19		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)			Jul-2014 name change
M.S.Ed. in Educational Administration, Principalship and Superintendency programs	2014-15	2019-20	x					8/15/2003
M.S.Ed. in Higher Education	2010-11	2018-19	x					
M.S.Ed. in Kinesiology	2010-11	2018-19	x					8/23/2006
M.S.Ed. in Recreation Professions	2015-16	2020-21	x					9/27/2016
M.S.Ed. in Special Education	2010-11	2018-19	x					
M.S.Ed. in Workforce Education and Development	2010-11	2018-19	x					1/10/2003
M.S.W. Master of Social Work	2010	2018-19		x	Council on Social Work Education (CSWE)			
Master of Arts in Teaching (M.A.T.)	2012	2019-20	x			8/14/2003		
Ph.D. in Education (Counselor Education)	2011-12	2019-20		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)			

Ph.D. in Education (Curriculum and Instruction)	2014-15	2019-20	x					
Ph.D. in Education (Educational Administration)	2014-15	2019-20	x					
Ph.D. in Education (Health Education)	2010-11	2018-19	x					
Ph.D. in Education (Quantitative Methods)		2018-19	x					Mar-2014 name change
Ph.D. in Education (Special Education)		2018-19	x					
Ph.D. in Education (Workforce Education and Development)	2010-11	2018-19	x					
Ph.D. in Rehabilitation	2010-11	2018-19	x					2/1/2005

**College of Engineering**

<b>Program Name</b>	<b>Last Review Year</b>	<b>Next Review Year</b>	<b>Prog Rev by Int/Ext Reviewers</b>	<b>Reviewed by Accreditation</b>	<b>Accreditation Agency</b>	<b>Approval Date of Degree Program</b>	<b>Elimination Date</b>	<b>Modification Date</b>
B.S. in Civil Engineering	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)			
B.S. in Computer Engineering	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)	12/14/1999		
B.S. in Electrical Engineering	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)			
B.S. in Electrical Engineering Technology	2014-2015	2019-20		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004; 6/2016 name change
B.S. in Electrical Engineering Technology, Elect. Eng. Tech specialization	2014-2015	Teach Out		x	Accreditation Board for Engineering and Technology (ABET)			6/2/2016
B.S. in Electronics Systems Technologies	2010-11	2019-20	x					

B.S. in Industrial Management and Applied Engineering	2015-16	2020-21		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007		5/31/2001
B.S. in Mechanical Engineering	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)			
B.S. in Mining Engineering	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)			
M.E. in Civil & Environmental Engineering	2013-14	2017-18	x			4/7/2009		
M.S. & Master of Engineering in Biomedical Engineering	2011-12	2019-20	x			8/14/2007		
M.S. in Civil Engineering	2013-14	2017-18	x					
M.S. in Electrical and Computer Engineering	2009-10	2017-18	x					8/4/2004
M.S. in Mechanical Engineering	2009-10	2017-18	x					
M.S. in Mining Engineering	2013-14	2017-18	x					
M.S. in Quality Engineering and Management	2009-10	2017-18	x					6/14/2012
M.S. Supply Chain Management and Engineering	-	2019-20	x			2/5/2015		
Ph.D. in Electrical and Computer Engineering	2009-10	2017-18	x					10/11/2006
Ph.D. in Engineering Science	2009-10	2017-18	x			10/11/2006		12/2/2004
<b>College of Liberal Arts</b>								
<b>Program Name</b>	<b>Last Review Year</b>	<b>Next Review Year</b>	<b>Prog Rev by Int/Ext Reviewers</b>	<b>Reviewed by Accreditation</b>	<b>Accreditation Agency</b>	<b>Approval Date of Degree Program</b>	<b>Elimination Date</b>	<b>Modification Date</b>
B.A. and B.S. in English	2010-11	2018-19	x					
B.A. and B.S. in French	2012	Teach Out	x				10/31/2013	
B.A. and B.S. in Geography and Environmental Resources	2015-16	2023-24	x					8/4/2004



B.A. and B.S. in German Studies	2012	Teach Out	x				10/31/2013	1/18/2002
B.A. and B.S. in History	2014-15	2022-23	x					
B.A. and B.S. in Spanish	2012	Teach Out	x				10/31/2013	
B.A. and B.S. in University Studies	2010-11	2018-19	x					
B.A. in Africana Studies	2012-13	2020-21	x					
B.A. in Anthropology	2014-15	2022-23	x					
B.A. in Art	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/4/2016
B.A. in Classics	2012	Teach Out	x				10/31/2013	
B.A. in Criminology & Criminal Justice	2014-15	2022-23	x					6/2/2009
B.A. in Design	2007	Teach Out		x	National Association of Schools of Art and Design (NASAD)		3/25/2015	8/1/2006
B.A. in Economics	2010-11	2018-19	x					1/16/2003
B.A. in Foreign Language and International Trade	2011-12	Teach Out	x				10/31/2013	
B.A. in International Studies		Teach Out	x			10/5/2010	10/31/2013	
B.A. in Languages, Cultures, and International Studies;	2016-17	2024-25	x			10/31/2013		
B.A. in Linguistics	2012-13	2020-21	x					10/26/2005
B.A. in Music and B.Mus.	2010	2020-21		x	National Association of Schools of Music (NASM)			
B.A. in Philosophy	2012-13	2020-21	x					
B.A. in Political Science	2014-15	2022-23	x					5/1/2000
B.A. in Psychology	2012-13	2020-21	x					
B.A. in Sociology	2014-15	2022-23	x					
B.A. in Theater	2012	2019-20		x	National Association of Schools of Theatre (NAST)			
B.F.A. in Art	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/12/2002
B.F.A. in Musical Theater	2010	2019-20		x	National Association of Schools of Music (NASM)	5/23/2008		

B.F.A. in Musical Theater	2012	2019-20		x	National Association of Schools of Theatre (NAST)	5/23/2008		
B.S. in Biological Sciences	2011-12	2019-20	x					9/29/2003
B.S. in Communication Studies	2010-11	2018-19	x					
B.S. in Paralegal Studies	2011	2020-21		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005
M.A. and M.S. in Economics	2010-11	2018-19	x					
M.A. and M.S. in Psychology	2012-13	2020-21	x					
M.A. and M.S. in Psychology, Clinical & Counseling	2012-13	2020-21	x					
M.A. in Anthropology	2014-15	2022-23	x					
M.A. in Art History and Visual Culture	2014-15	2022-23	x			6/7/2011		
M.A. in Communication Studies	2010-11	2018-19	x					6/2/2009
M.A. in Criminology & Criminal Justice	2014-15	2022-23	x					6/2/2009
M.A. in English	2010-11	2018-19	x					
M.A. in History	2014-15	2022-23	x					
M.A. in Languages, Literatures, & Cultures	2011-12	2019-20	x					2/14/2002 5/31/2006
M.A. in Linguistics	2012-13	2020-21	x					4/22/2016
M.A. in Philosophy	2012-13	2020-21	x					
M.A. in Political Science	2014-15	2022-23	x					
M.A. in Sociology	2014-15	2022-23	x					
M.A. in Teaching English to Speakers of Other Languages	2012-13	2020-21	x					
M.F.A. in Creative Writing	2010-11	2018-19	x					
M.F.A. in Art	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			

M.F.A. in Theater	2012	2019-20		x	National Association of Schools of Theatre (NAST)			
M.P.A. Master of Public Administration	2014-15	2021-22		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)			
M.S. in Biological Sciences	2011-12	2019-20	x					
M.S. in Geography and Environmental Resources	2015-16	2023-24	x					7/11/2002 8/4/2004
Master of Music	2010	2020-21		x	National Association of Schools of Music (NASM)			6/13/2003
Ph.D. in Anthropology	2014-15	2022-23	x					
Ph.D. in Communication Studies	2010-11	2018-19	x					
Ph.D. in Communication Studies (Theatre)	2010-11	2018-19		x	National Association of Schools of Theatre (NAST)			
Ph.D. in Criminology and Criminal Justice	2014-15	2022-23	x			6/7/2011		
Ph.D. in Economics	2010-11	2018-19	x					
Ph.D. in English	2010-11	2018-19	x					
Ph.D. in Historical Studies	2014-15	2022-23	x					
Ph.D. in Philosophy	2012-13	2020-21	x					
Ph.D. in Political Science	2014-15	2022-23	x					
Ph.D. in Psychology	2012-13	2020-21	x					
Ph.D. in Psychology, Clinical	2012	2019-20		x	American Psychological Association (APA), Committee on Accreditation			
Ph.D. in Psychology, Counseling	2014-15	2021-22		x	American Psychological Association (APA), Committee on Accreditation			
Ph.D. in Sociology	2014-15	2022-23	x					

College of Mass Communication & Media Arts								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
B.A. in Cinema and Photography	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006
B.A. in Radio, Television & Digital Media	2012-13	2020-21	x					8/21/2006; 12/5/2012
B.S. in Journalism	2014-15	2019-20		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006
M.A. in Media Theory and Research	2012-13	2020-21	x					9/12/2005
M.F.A. in Mass Communication and Media Arts	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/27/2005
M.S. in Professional Media and Media Management Studies	2012-13	2020-21	x					9/12/2005
Ph.D. in Mass Communication and Media Arts	2012-13	2020-21	x					
Radio Station WSIU	2014-15	2022-23	x					
Television Station WSIU	2014-15	2022-23	x					
Television Station WSIU (Olney)	2014-15	2022-23	x					
College of Science								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
B.A. and B.S. in Chemistry	2012-13	2017-18	x		American Chemical Society (Membership)			
B.A. and B.S. in Geology	2009-10	2017-18	x					
B.A. and B.S. in Mathematics	2011-12	2018-19	x					
B.A. and B.S. in Plant Biology	2010-11	2018-19	x					4/10/2001 3/16/2007
B.A. and B.S. in Zoology	2011-12	2018-19	x					
B.A. in Computer Science	2011-12	2019-20	x					
B.S. in Computer Science	2015-16	2021-22		x	Accreditation Board for Engineering and Technology (ABET)			

B.S. in Microbiology	2010-11	2018-19	x					9/29/2003
B.S. in Physics	2009-10	2017-18	x					
B.S. in Physiology	2010-11	2018-19	x					9/29/2003
M.A. and M.S. in Geology	2009-10	2017-18	x					5/29/2001 5/17/2002
M.A. and M.S. in Mathematics	2011-12	2018-19	x					
M.S. in Chemistry	2009-10	2017-18	x					
M.S. in Computer Science	2011-12	2019-20	x					
M.S. in Mathematics and Science Education	2014-15	2019-20	x			1/22/2009		
M.S. in Molecular Biology, Microbiology & Biochemistry (joint program with School of Medicine)	2010-11	2018-19	x					5/11/2004
M.S. in Physics	2009-10	2017-18	x					
M.S. in Plant Biology	2010-11	2018-19	x					
M.S. in Zoology	2011-12	2018-19	x					
P.S.M. in Zoology		2018-19	x			3/29/2017		
Ph.D. in Applied Physics	2009-10	2017-18	x			2/1/2005		
Ph.D. in Chemistry	2009-10	2017-18	x					
Ph.D. in Computer Science	2011-12	2019-20	x			12/5/2006		
Ph.D. in Geosciences	2014-15	2022-23	x			10/12/2010		2/9/2011
Ph.D. in Mathematics	2011-12	2018-19	x					
Ph.D. in Molecular Biology, Microbiology & Biochemistry (joint program with School of Medicine)	2010-11	2018-19	x					
Ph.D. in Plant Biology	2010-11	2018-19	x					
Ph.D. in Zoology	2011-12	2018-19	x					

Graduate School								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
Ph.D. in Environmental Resources and Policy	2011-12	2019-20	x					10/27/2016
P.S.M. in Advanced Energy and Fuels Management	2015-16	2023-24	x			6/2/2009		
School of Law								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
Doctor of Jurisprudence	2008	2016-17 Still Pending ABA Review		x	Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)			8/15/2003
School of Medicine								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
M.S. in Molecular, Cellular, and Systemic Physiology (joint program with College of Science)	2010-11	2018-19	x					
M.S. & M.A. in Pharmacology & Neuroscience	2010-11	2018-19	x					6/2/2009
MS in Physician Assistant Studies	2016-17	2026-27		x				
Ph.D. in Molecular, Cellular, and Systemic Physiology (joint program with College of Science)	2010-11	2018-19	x					
Ph.D. in Pharmacology & Neuroscience	2010-11	2018-19	x					6/2/2009

Laboratory Animal Program	2015-16	2017-18		x	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999
Doctor of Medicine	2014-15	2022-23		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association			
<b>Provost &amp; Vice Chancellor</b>								
Program Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date of Degree Program	Elimination Date	Modification Date
Fermentation Science		2020-21	x			3/9/2016		

### Centers/Institutes

<b>College of Agricultural Sciences</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Beef Evaluation Station	2012-13	2020-21	x					
Illinois Soybean Center	2012-13	2020-21	x					5/31/2007
<b>College of Business</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Center for Innovation	2009-10	2017-18	x			6/8/2005	Seeking to move units or elimination approval	
<b>College of Education &amp; Human Services</b>								
Center for Autism Spectrum Disorders	2008	2018-19	x			7/7/2003		
Center for Workforce Development	2010-11	2018-19	x			5/29/2001		
<b>Office of the Chancellor</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Paul Simon Public Policy Institute	2016-17	2024-25	x			Jan-97		
Small Business Development Center	2014-15	2022-23	x					

Touch of Nature	2012-13	2020-21	x					
Touch of Nature, Camp Little Giant	2010-11	2019-20		x	American Camp Association (ACA)			
<b>College of Liberal Arts</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Center for Archaeological Investigations	2014-15	2022-23	x					
Center for English as a Second Language	2016	2023-24		x	Commission on English Language (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)			
<b>College of Science</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	2012-13	2020-21				6/1/2000		
STEM Education Research Center		2018-19	x		Permanent IBHE status due Sept 2020	5/28/2014		
<b>Mass Communication &amp; Media Arts</b>								
Global Media Research Center	2010-11	2018-19	x			12/8/2004		
<b>Provost &amp; Vice Chancellor</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Clinical Center	2009-10	2017-18	x					
Fermentation Science Institute		2017-18	x			6/13/2014		
<b>School of Medicine</b>								
Name	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date
Center for Alzheimer Disease and Related Disorders	2010-11	2018-19	x					
Center for Rural Health & Social Service Development	2011-12	2019-20	x					



Neuroscience Institute		2018-19	x			4/9/2015		
Parkinson Disease Center	2010-11	2018-19	x			4/25/2000		
Simmons Cancer Institute	2010-11	2018-19	x			4/5/2000		
<b>Vice Chancellor for Research</b>								
<b>Name</b>	<b>Last Review Year</b>	<b>Next Review Year</b>	<b>Prog Rev by Int/Ext Reviewers</b>	<b>Reviewed by Accreditation</b>	<b>Accreditation Agency</b>	<b>Approval Date</b>	<b>Elimination Date</b>	<b>Modification Date</b>
Advanced Coal and Energy Research Center (ACERC)	2009-10	2017-18	x					10/16/2014
Cooperative Wildlife Research Laboratory	2009-10	2017-18	x					
Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	2009-10	2017-18	x					7/15/1999, 6/7/2012
Materials Technology Center	2014-15	2022-23	x					



**SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE**

**PROGRAM REVIEW SCHEDULE**

**JUNE 2017**

<b>REPORT YEAR<sup>1</sup></b>	<b>INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)</b>	<b>ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)<sup>2</sup></b>
2017	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Physician Assistant Program</li> </ul>
2018	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Continuing Medical Education</li> </ul>
2019	Health Professions/Related Sciences: <ul style="list-style-type: none"> <li>• Molecular Biology, Microbiology, and Biochemistry – Graduate<sup>4</sup></li> <li>• Pharmacology – Graduate<sup>5</sup></li> <li>• Physiology – Graduate<sup>4</sup></li> <li>• Anatomy – Post-Baccalaureate Certificate<sup>6</sup></li> </ul> Organized Public Service/Research Centers: <ul style="list-style-type: none"> <li>• SIU Center for Alzheimer’s Disease and Related Disorders (incl. Parkinson Disease Center)</li> <li>• Simmons Cancer Institute at SIU</li> <li>• SIU Neuroscience Institute<sup>3</sup></li> </ul>	None
2020	Health Professions/Related Sciences: <ul style="list-style-type: none"> <li>• Anatomy – Histotechnology Certificate<sup>7</sup></li> </ul> Organized Public Service/Research Centers: <ul style="list-style-type: none"> <li>• SIU Center for Rural Health and Social Service Development</li> </ul>	None
2021	None	None
2022	None	None
2023	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Undergraduate Medical Education</li> </ul>
2024	None	None

**Notes:**

- 1) Fiscal Year date in which the program review will conclude and be summarized in the university’s program quality assurance report. (Program reviews begin in the previous year.)
- 2) Accrediting agencies may alter program review schedules in the future.
- 3) Progress report only; not full program review.
- 4) Molecular biology, microbiology, and biochemistry (MBMB) and physiology programs are cooperative programs with SIU Carbondale; program reviews are performed jointly by the two campuses. Reviews of undergraduate programs in microbiology and physiology are performed simultaneously with these reviews.
- 5) Pharmacology MA program was approved in 2016. A progress report on this program will be completed when the other Pharmacology graduate programs are reviewed in 2019.
- 6) Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the Physiology program review.
- 7) Subsequent to its program review in 2015, the Histotechnology Certificate program was put on suspended enrollment status. The program’s 2020 review may be rescheduled or cancelled later, due to changes in this suspension status.

All dates are subject to change.



**Program Review Schedule**  
**Southern Illinois University Edwardsville**  
**July 1, 2017**

**Graduate Programs**

<b>Arts &amp; Sciences</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Applied Communication Studies (formerly Speech Communication)	In good standing	2000-01	2009-10	2013-14	2017-18	2020-21	
Art	In good standing	2003	2009-10	2013-14	2017-18	2020-21	
Art Therapy Counseling	In good standing	2009-10	2016-17	2013-14	2024-25	2019-20	
Biological Sciences	In good standing	2008-09	2016-17	2012-13	2024-25	2019-20	
Chemistry	In good standing	2008-09	2013-14		2018-19	No interim reviews because of short accrediting agency cycle	
Creative Writing							2021-22
English	In good standing	2000-01	2009-10	2013-14	2017-18	2020-21	
Environmental Sciences	In good standing	2008-09	2016-17	2012-13	2024-25	2019-20	
Environmental Science Management	Flagged for priority review	2012-13	2016-17	2012-13	2020-21	2018-19	
Geographical Studies	In good standing	2005-06	2014-15	2010-11	2021-22	2018-19	
History	In good standing	2004-05	2014-15	2010-11	2021-22	2018-19	
Mass Communications	In good standing	1998-99	2011-12	2014-15	2019-20	2022-23	
Mathematics	In good standing	2008-09	2016-17	2012-13	2024-25	2019-20	
Music	In good standing	1998-99	2009-10	2013-14	2017-18	2020-21	
Public Administration	In good standing	2003-04	2012-13	2003-04	2019-20	2022-23	
Social Work	In good standing	2005-06	2014-15	2010-11	2021-22	2018-19	
Sociology	Flagged for priority review	2005-06	2014-15	2010-11	2017-18	2020-21	
<b>Business</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Accountancy	In good standing	2005-06	2012-13	2008	2017-18	2020-21	
Business Administration	In good standing	2005-06	2012-13	2008	2017-18	2020-21	
CMIS	In good standing	2005-06	2012-13	2008	2017-18	2020-21	
Economics and Finance	In good standing	2005-06	2012-13	2008	2017-18	2020-21	
Marketing Research	In good standing	2005-06	2012-13	2008	2017-18	2020-21	

<b>Education, Health and Human Behavior</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
College Student Personnel Admin				new 2014	2019-20	2022-23	2016-17
Curriculum & Instruction Elementary Education	In good standing	2003-04	2015-16	2013-14	2022-23	2018-19	
Curriculum & Instruction Secondary Education	In good standing	1992-93	2003-04	2010-11	2015-16	2018-19	
Educational Administration (including the PM)	In good standing	2011-12	2015-16	2006-07	2022-23	2018-19	
Educational Leadership Doctorate Degree	In good standing		2015-16	new	2022-23	2018-19	
Instructional Technology	In good standing	2003-04	2010-11	2013-14	2017-18	2020-21	
Kinesiology	in good standing	2011-12	2016-17	2006-07	2024-25	2019-20	
Learning, Culture, & Society	In good standing	2011-12	2011-12	2014-15	2019-20	2022-23	2008-09
Literacy Education	In good standing	2011-12	2011-12	2007	2019-20	2022-23	2008-09
Psychology (including School Psychology)	In good standing	2003-2004	2010-11	2013-14	2018-19	2021-22	
Special Education (including the PM)	In good standing	2003-2004	2015-16	2010-11	2015-16	2018-19	
Speech-Language Pathology	In good standing	2001-2002	2010-11	2013-14	2018-19	2021-22	
Teaching	In good standing	2011-2012	2011-12	2006-07	2019-20	on internal moratorium	2008-09
<b>Engineering</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Civil Engineering	In good standing	2006-07	2013-14	2009-10	2019-20	2016-17	
Computer Science	In good standing	2006-07	2013-14	2009-10	2019-20	2016-17	
Electrical Engineering	In good standing	2006-07	2013-14	2009-10	2019-20	2016-17	
Industrial Engineering				2014-15	2017-18	2020-21	2012-13
Mechanical Engineering	In good standing	2006-07	2013-14	2009-10	2019-20	2016-17	
<b>Nursing</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review / Progress Report</b>	<b>Initial Report (New Programs Only)</b>
Nursing	In good standing	2002-03	2010-11	2014-15	2018-19	2021-22	
Nurse Educator	In good standing	2002-03	2010-11	2014-15	2018-19	2021-22	
Family Nurse Practitioner	In good standing	2002-03	2010-11	2014-15	2018-19	2021-22	
Health Care & Nursing Administration	In good standing	2002-03	2010-11	2014-15	2018-19	2021-22	
Nurse Anesthesia	In good standing	2002-03	2010-11	2014-15	2018-19	2021-22	
Doctor of Nursing Practice					2018-19	2021-22	2014-15

*\*All graduate programs go through in one cycle for Nursing*

<b>Pharmacy</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>	<b>Last Interim or Progress Report</b>
Pharmaceutical Sciences						2019-20	
Doctor of Pharmacy	In good standing	2009	2014-15	2022-23	2018-19	2009-10	
<b>Other</b>							
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>	<b>Last Interim or Progress Report</b>
Health Care Informatics				2019-20	2022-23	2016-17	
Masters of Integrative Studies				2022-23	2025-26	2017-18	

All Post-Baccalaureate Certificates will be reviewed at the same time as the Masters Program in the academic home

<b>Post-Baccalaureate Certificates</b>	<b>To Be Reviewed Along with</b>
Teaching English as a Second Language	English
Teaching of Writing	English
Museum Studies	History
Media Literacy	Mass Communications
Piano Pedagogy	Music
Vocal Pedagogy	Music
Classroom Technologies	Educational Leadership
Literature	English
Web Based Learning	Instructional Technology
Literacy Specialist	Literacy Education
Integrative Studies	Integrative Studies

\*9-

**Program Review Schedule**  
**Southern Illinois University Edwardsville**  
**July 1, 2017**

**Undergraduate Programs**

<b>Arts &amp; Sciences</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Anthropology	In Good Standing	2004	2011-12	2019-20	2022-23	
Applied Communication Studies (formerly Speech Communication)	In Good Standing	2000-01	2009-10	2017-18	2020-21	
Art	In Good Standing	2002-03	2009-10	2017-18	2020-21	
Art & Design	In Good Standing	2002-03	2009-10	2017-18	2020-21	
Biological Sciences	In Good Standing	2008-09	2016-17	2024-25	2019-20	
Chemistry	In Good Standing	2008-09	2014-15	2018-19	No interim reviews because of short ACS cycle	
Criminal Justice Studies	In Good Standing	2005-06	2014-15	2021-22	2018-19	
Economics	In Good Standing	2005-06	2012-13	2017-18	2020-21	
English	In Good Standing	2000-01	2009-10	2017-18	2020-21	
Environmental Sciences		New 2016				2019-20
Foreign Language & Literature	In Good Standing	2007-08	2011-12	2022-23	2018-19	
Geography	In Good Standing	2004-05	2014-15	2021-22	2018-19	
History	In Good Standing	2004-05	2014-15	2021-22	2018-19	
International Studies	new 2015			2023-24	2027-28	2018-19
Liberal Studies	Flagged for Priority Review	2006-2007	2014-2015	2018-2019	2021-2022	
Mass Communications	In Good Standing	1999	2011-2012	2019-2020	2022-2023	
Mathematics & Statistics	In Good Standing	2008-2009	2016-17	2024-2025	2019-2020	
Music	In Good Standing	1998-99	2009-2010	2017-2018	2020-2021	
Philosophy	In Good Standing	2006-07	2013-14	2020-2021	2016-17	
Physics (includes Earth Space & Science)	In Good Standing	2006-07	2013-14	2020-2021	2016-17	
Political Science	In Good Standing	2005-2006	2014-2015	2021-2022	2018-2019	
Social Work	In Good Standing	1997-1998	2009-10	2017-2018	2021-2022	
Sociology	In Good Standing	2005-2006	2014-2015	2021-2022	2024-2025	
Theater & Dance	In Good Standing	2002-2003	2010-2011	2018-2019	2021-2022	



<b>Business</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Accountancy	In Good Standing	2005-2006	2012-2013	2017-2018	2020-2021	
Business Administration	Flagged for Priority Review	2005-2006	2012-2013	2017-2018	2020-2021	
Business Economics/ Finance	In Good Standing	2005-2006	2012-2013	2017-2018	2020-2021	
CMIS	In Good Standing		2012-2013	2017-2018	2020-2021	
<b>Education, Health and Human Behavior</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Curriculum and Instruction: Early Childhood Education	In Good Standing	2003-2004	2015-2016	2022-2023	2018-2019	
Curriculum and Instruction: Elementary Education	In Good Standing	2003-2004	2015-2016	2022-2023	2018-2019	
Curriculum and Instruction: Middle Level Education		new 2015		2019-2020	2022-2023	2016-2017
Exercise Science	In Good Standing	2003-2004	2013-14	2020-2021	2016-17	Note program changed from Exercise and Wellness to Exercise Science in 2011
Nutrition		new 2014		2022-2023	2025-2026	2017-2018
Psychology	In Good Standing	2003-2004	2010-2011	2018-2019	2021-2022	
Public Health (was Health Education)	In Good Standing	2003-2004	2011-2012	2019-2020	2014-2015	
Special Education	In Good Standing	2003-2004	2015-2016	2022-2023	2018-2019	
Speech Language Pathology & Audiology	In Good Standing	2001-2002	2010-2011	2018-2019	2021-2022	

<b>Engineering</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Civil Engineering	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	
Computer Engineering	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	
Computer Science	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	
Construction Management	In Good Standing	2004-2005	2012-2013	2018-2019	2016-17	
Electrical Engineering	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	
Industrial Engineering	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	Note: Manufacturing was eliminated (was Industrial and Manufacturing Engineering)
Mechanical Engineering	In Good Standing	2006-2007	2013-14	2019-2020	2016-17	
Mechatronics and Robotics Engineering	new 2015			2023-2024	2026-2027	2018-2019
<b>Nursing</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
All Undergraduate Nursing Programs	In Good Standing	2006-2008	2014-2015	2021-2022	2017-2018	
<b>Interdisciplinary</b>						
<b>Program</b>	<b>Review Status</b>	<b>Previous Full Review</b>	<b>Last Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Integrative Studies	new 2014			2022-2023	2025-2026	2017-2018

**CENTERS, INSTITUTES, & PUBLIC SERVICE UNITS**

<b>Name</b>	<b>New Annual Review</b>	<b>Full Review</b>
Center for Advancement of Management and Productivity	2017-2018	2017-2018
Center for STEM Research, Education, and Outreach	2017-2018	2016-17
Cuban and Caribbean Center	2017-2018	2017-2018
Environmental Resources Training Center	2017-2018	2017-2018
Radio Station WSIE-FM	2017-2018	2017-2018
The University Museum	2017-2018	2018-2019
University Services to East St. Louis	2017-2018	2018-2019
Illinois Education Research Council	2017-2018	2016-17
Institute for Urban Research	2017-2018	2017-2018
National Corn to Ethanol Research	2017-2018	2016-17