

## **NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY FOR INDEPENDENT INSTITUTIONS**

**Submitted for:** Action.

**Summary:** The Illinois Board of Higher Education has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

**Action Requested:** That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

### **Not-For-Profit:**

#### Cardinal Stritch University (Operating Authority)

- Doctorate in Leadership for the Advancement of Learning and Service (Doctor of Education/Doctor of Philosophy) in the Chicago Region

#### Lewis University (Out of Region Authority)

- Bachelor of Science in Air Traffic Control Management in the Chicago Region
- Bachelor of Science in Aviation Administration in the Chicago Region
- Bachelor of Science in Aviation Security in the Chicago Region

#### Missouri Baptist University (Out of Region Authority)

- Bachelor of Arts/Bachelor of Science in Behavioral Science in the Southern Region
- Bachelor of Arts in Criminal Justice in the Southern Region
- Bachelor of Professional Studies in the Southern Region
- Master of Arts in Counseling in the Southern Region
- Master of Business Administration in the Southern Region

Saint Anthony College of Nursing (Out of Region Authority)

- Bachelor of Science in Nursing in the Western Region

Zarem Golde ORT Technical Institute (Operating Authority)

- Associate of Applied Science in Accounting in the North Suburban Region

**For-Profit:**

Argosy University – Chicago Campus

- Master of Arts in Education in Higher and Postsecondary Education in the Chicago Region
- Master of Public Administration in the Chicago Region

Argosy University – Schaumburg Campus

- Master of Arts in Education in Higher and Postsecondary Education in the North Suburban Region
- Master of Public Administration in the North Suburban Region

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY  
FOR INDEPENDENT INSTITUTIONS**

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

This item includes recommendations to grant operating and/or degree-granting authority to seven institutions.

**Cardinal Stritch University  
6801 North Yates Road  
Milwaukee, Wisconsin 53217  
Chief Executive Officer: Kent Bergemann**

**Proposed Program Title:** Doctorate in Leadership for the Advancement of Learning and Service (Doctor of Education/Doctor of Philosophy) in the Chicago Region (Operating Authority)

*Projected Enrollments:* Cardinal Stritch University has projected enrollments of 24 students in the first year rising to 72 students by the third year.

**Institutional Accreditation:** Cardinal Stritch University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

## **Background**

Cardinal Stritch University (the University) was founded in 1937 as an independent Franciscan Catholic institution of higher education, sponsored by the Sisters of St. Francis of Assisi. The University, rooted in the liberal arts, provides graduate and undergraduate programs to prepare students for life and for professional careers. In 1962, the University moved to its current location just north of Milwaukee's city limits on 40 acres of land in the communities of Fox Point and Glendale. In 1997, the University reorganized to University status. In 1998, the first doctoral program began, which was in leadership for the advancement of learning and service, in the College of Education and Leadership. In 2002, the Leadership Center was formed within the College of Education and Leadership to serve alumni and non-degree candidates who desire to extend their knowledge and skills in leadership, learning, and service. In 2006, the University began offering its first entirely online degree programs. In 2009, the University opened the City Center in downtown Milwaukee, establishing a major new University presence in the city. In addition to courses at this campus, the University has been conducting classes off-site at different locations across Wisconsin for more than 20 years.

The University is seeking authorization to operate and to grant the Doctorate in Leadership for the Advancement of Learning and Service under either the Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) in the Chicago Region. The Fall 2009 enrollment was 6,276 students.

## **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives of the degree program must be consistent with what the degree program title implies.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed program is consistent with the mission of Cardinal Stritch University to “provide graduate programs to prepare students for life and for professional careers [and] to transform lives through value-centered education.” The doctoral program addresses the University’s goals in that it promotes leadership, utilizes a strategic partnership, and emphasizes Franciscan values of service.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Admission**

Applicants for admission to the doctoral program at Cardinal Stritch University must provide evidence of master’s degree completion with a grade point average (GPA) of 3.5 on a 4.0 scale, three recommendations, a curriculum vitae, a formal paper, and must successfully complete a personal interview with a member of the Admissions Committee.

## Curriculum

### Doctorate in Leadership for the Advancement of Learning and Service (Doctor of Education/Doctor of Philosophy)

The doctoral program is designed for educators, professionals, and researchers representing all disciplines and professions. The proposed degree is a 60 credit, three year program (20 credits per year) focusing on leadership in year one, learning in year two, and service in year three. The program is designed around a cohort model with students taking the same set of courses with the same set of students throughout. The program starts with a two-week, all-day summer institute, which is held at the University's main campus in Milwaukee. Students in the Chicago cohort will then attend courses at the Robert Morris University (RMU) location all day on Saturday two weekends per month. Students may enroll in the Ed.D. or the Ph.D., with the latter requiring an additional 12 credits of research to total 72 doctoral credits. All students enroll in 15 credits of research, which include practica and/or field experiences. A student is a candidate for a degree when all doctoral coursework has been completed (within the seven year limit), all assessments have been completed, the dissertation has been accepted, and the oral presentation has been approved.

## Assessment of Student Learning

Cardinal Stritch University has established policies for assessment of student learning outcomes. Assessment of student learning consists of surveys, classroom assessment (both formative and summative), and the student's portfolio. Every course has a detailed rubric with a specific number of initiatives directly connected to one of the main program objectives. Students are required to address their academic progress on each of the program objectives in a portfolio. The portfolios are reviewed by faculty every year. In addition, at the end of every year of study, students must successfully complete an assessment.

## Program Assessment

The University has established policies for program assessment. The Chair of the Doctoral Leadership Department and the Academic Advisor are responsible for data collection and follow-up, including providing assessment data to faculty at the bi-weekly meetings for program review, analysis, and improvement. In a feedback loop with student assessment measures, faculty in the Doctoral Leadership Department review and evaluate the three comprehensive assessments as well as student portfolios. Feedback from each of these assessments contributes to program review.

## **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.*

Cardinal Stritch University has entered into an agreement with RMU to utilize existing space at the 401 South State Street campus for its weekend cohort doctoral programs. The facility has over 290,000 square feet on seven floors in downtown Chicago. The majority of this space was renovated in the last six years specifically with graduate students in mind, along with the overriding goal of sustainability.

Since RMU offers few classes on Friday evenings or on Saturdays, and none on Sundays, multiple classrooms will be available. A typical classroom at RMU's Chicago campus holds 30 students in a lecture-style setting or 20 in a round-table discussion format. The library is over 25,000 square feet, seats over 200 people, has over 100 computers, and has a multitude of other technology and facilities, including smart boards, surface tables, and private study rooms. The RMU library will be scheduling a master's credentialed librarian in Chicago on Saturdays when doctoral classes will be in session and at the request of Cardinal Stritch University faculty. Students will have access to any RMU research databases as well as University databases, and University librarians will also be available by email.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Cardinal Stritch University has policies in place to ensure that faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the University. All faculty will be regular, full-time faculty with teaching expertise in higher education, a terminal degree in an appropriate discipline, and demonstrated ability to advise doctoral students in dissertation research as well as in research and scholarship interests.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The Doctorate in Leadership for the Advancement of Learning and Service (Doctor of Education/Doctor of Philosophy) is consistent with existing programs offered at the University. The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

### **Accreditation/Licensure**

Neither specialized accreditation of the proposed program nor licensure of program graduates is required. For new degree sites, Cardinal Stritch University is approved for the Higher Learning Commission's (HLC) Streamlined Review Process for offering existing degree programs. The streamlined process means that when the HLC is notified that the University is moving into a new location to offer existing degree programs, approval is given within four to six weeks.

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.*

The University's catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the University. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that Cardinal Stritch University and the proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Lewis University**  
**One University Parkway**  
**Romeoville, Illinois 60446**  
**President: Brother James Gaffney, FSC**

**Proposed Program Title:** Bachelor of Science in Air Traffic Control Management in the Chicago Region (Out of Region Authority)

*Projected Enrollments:* Lewis University has projected Fall enrollments in the proposed program to grow from ten students in the first year to 34 students in the fifth year.

**Proposed Program Title:** Bachelor of Science in Aviation Administration in the Chicago Region (Out of Region Authority)

*Projected Enrollments:* Lewis University has projected Fall enrollments in the proposed program to grow from ten students in the first year to 33 students in the fifth year.

**Proposed Program Title:** Bachelor of Science in Aviation Security in the Chicago Region (Out of Region Authority)

*Projected Enrollments:* Lewis University has projected Fall enrollments in the proposed program to grow from ten students in the first year to 33 students in the fifth year.

**Institutional Accreditation:** Lewis University is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association (NCA) of Colleges and Schools.

## **Background and History**

Lewis University (the University) is a comprehensive, co-educational University built on the tradition of career preparation and liberal arts education. The University was founded in 1932. The University operates four colleges: The College of Arts and Sciences, the College of Business, the College of Education, the College of Nursing and Health Professions, and the School for Professional and Continuing Education. The proposed programs are outside of the University's original approval region, which is the South Metropolitan Region.

The University is seeking approval to offer the Bachelor of Science (B.S.) in Air Traffic Control Management in the Chicago Region, the Bachelor of Science (B.S.) in Aviation Administration in the Chicago Region, and the Bachelor of Science (B.S.) in Aviation Security in the Chicago Region. Fall 2009 enrollment at the University was 5,847 students.

## **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed programs are consistent with the University's mission to provide diverse student population programs for a liberal and professional education grounded in the interaction of knowledge and fidelity in the search for truth.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### Admission

The programs are designed to offer transfer opportunities to community college graduates in the Chicago area. The University has established admission requirements for students entering the proposed programs. To apply for general admission, students must complete an application for admission and must submit official transcripts from each institution previously attended. Applicants must also submit an Aviation Academy interest application in order to help facilitate transfer into the programs. All applicants must have completed the Illinois Articulation Initiative (IAI) General Education Core Curriculum. Students applying for the air traffic control program must earn a grade of B or better in the mathematics and science courses, must have earned a minimum of a cumulative grade point average (GPA) of 3.0 on a 4.0 scale for the Air Traffic Control program, and a minimum of a cumulative 2.5 GPA for the Aviation Administration and Aviation Security programs. Preference will be shown to students enrolled at one of the City Colleges of Chicago that meet the admission criteria.

### Curricula

#### Bachelor of Science in Air Traffic Control Management

The B.S. in Air Traffic Control Management "is designed for students who want to become air traffic controllers for the Federal Aviation Administration (FAA)." Students enrolled in the program must maintain a cumulative 3.0 GPA in major courses with no grade in these courses lower than a C. Midway through the curriculum, students are required to pass an aptitude test, and upon successful completion of the required courses, must pass a comprehensive examination to receive a certificate as a graduate from the FAA approved Air Traffic Collegiate Training Initiative (AT-CTI) program. Upon graduation from the program and after passing a physical examination and an aptitude test given under FAA guidelines, students will be eligible to be hired by the FAA. If successful, the student will attend the FAA Aeronautical Center in Oklahoma City, Oklahoma, for additional training. Successful completion of this program in

Oklahoma City will provide the required training and skills to be an air traffic controller for the FAA. Graduates must complete 128 semester credit hours of which 66 are core aviation requirements. Core courses include the following: Introduction to Aviation and Transportation, Private Pilot Ground I and II, Human Factors in Aviation, Visual Aircraft Recognition, Aviation Regulations, Instrument Pilot Ground School, Aviation Meteorology I and II, Air Traffic Control Systems, Aviation Legislation, Commercial Pilot Ground School, Air Transportation, Aviation Safety, Airport Management, Aircraft Accident Investigation, Airline Transport Pilot, Practical Dispatching, Air Traffic Control (ATC) Responsibilities and Procedures, Radar Fundamentals and Separation Minima, Aircraft Capabilities and Characteristics, and Air Traffic Control Internship.

#### Bachelor of Science in Aviation Administration

The B.S. in Aviation Administration program is designed “for students who want to become professional managers in aviation.” The program is intended to prepare students for entry-level management positions in the airline industry, the aircraft manufacturing industry, in a governmental agency, or in airport management. Graduates must complete 128 semester credit hours with 65 of those hours fulfilling core aviation requirements. The core courses include the following: Introduction to Aviation and Transportation, Private Pilot Ground I and II, Human Factors in Aviation, Visual Aircraft Recognition, Aviation Regulations, Aviation History I and II, Aviation Meteorology I and II, Air Traffic Control Systems, Aviation Legislation, Air Transportation, Transportation Safety, Fiscal Aspects of Aviation, Labor Relation in Aviation, Issues and Trends in Aviation, Airport Management, Airline Management and Economics, and Aircraft Accident Investigation.

#### Bachelor of Science in Aviation Security

The B.S. in Aviation Security program is designed to train “professionals to protect air transportation centers, passengers, and cargo.” Graduates must complete 128 semester credit hours with 49 hours of required core courses, which include the following: Introduction to Aviation and Transportation, Introduction to Aviation Security, Private Pilot Ground, Human Factors in Aviation, Aviation Regulations, Aviation Legislation, Air Transportation, Transportation Safety, Airport Management, Airport Security, Aircraft Accident Investigation, Topics in Aviation Security, Fire Science, Private Security Investigation, Security Organization and Management, Criminal Procedures/Rules of Evidence, Internship/Field Placement, and Issues and Trends in Aviation.

#### Assessment of Student Learning

The University’s assessment plan includes identified learning outcomes for the programs. These are measured through assignments, course activities, presentations, writing assignments, and examinations. The overall assessment of student learning is a continuous part of the University’s plan to ensure successful student educational outcomes.

#### Program Assessment

Lewis University has a documented plan that describes the University’s effort to effectively review and manage program outcomes. The University conducts Advisory Board meetings to ensure regular and systematic evaluation of academic programs. The Advisory Board is composed of administrators, faculty, alumni, and business stakeholders.

## **Facilities (space, equipment, instructional materials)**

*Criteria 1030.60(a)(3) and 1030.60(a)(4) provide that the institution shall have adequate and suitable space, equipment and instructional materials.*

The University has identified adequate space, equipment, and instructional materials for the operation of the programs. The University's Chicago site is a renovated space within the DeLaSalle Institute High School, which is located at 3434 South Michigan Avenue. All students in off campus programs have full access to the University's Library (the Library) resources. Students log in to the Lewis University Library Portal and gain entry to the Library webpage, which is designed to provide a single entry point to all available Library resources and services. The Library provides access to 67 online databases, as well as to the I-Share Catalog, which makes over ten million items available to University students from the resources of the 76 Consortium of Academic Research Libraries (CARLI). Reference and research services by Library staff are available to students by phone or email.

## **Faculty and Staff**

*Criteria 1030.60(a)(4) and 1030.60(a)(5) provide that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed programs. Faculty are required to have a degree at least one level higher than the degree program in which they are teaching.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The proposed programs are consistent with existing programs offered at the University. Lewis University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree programs.

## **Accreditation/Licensure**

Neither accreditation nor licensure of program graduates is required for the proposed programs. In Fall 2007, the University was selected by the FAA to offer the only undergraduate program in Illinois for air traffic controllers. Air traffic control students must successfully complete the following: 1) all air traffic control courses; 2) an aptitude test midway through the curriculum; and 3) a comprehensive exam. These requirements will certify as a graduate from an FAA-approved Air Traffic Collegiate Training Initiative (AT-CTI) college. Upon graduation, these students will be eligible to be hired by the FAA if they are able to pass a physical examination and an aptitude test given under the FAA guidelines. If successful, the student will attend the FAA Aeronautical Center in Oklahoma City, Oklahoma for additional training. Successful completion of this program in Oklahoma City will complete the required training and skills to be an air traffic controller for the FAA. There is no additional licensure or certification available for the graduate of the Aviation Administration or Aviation Security programs.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The University's catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that Lewis University and the proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies.

**Missouri Baptist University**  
**1 College Park Drive**  
**St. Louis, Missouri 63141**  
**Chief Executive Officer: R. Alton Lacey**

**Proposed Program Title:** Bachelor of Arts/Bachelor of Science in Behavioral Science in the Southern Region (Out of Region Authority)

*Projected Enrollments:* Missouri Baptist University has projected enrollments of 15 students in the first year rising to approximately 40 students by its fifth year.

**Proposed Program Title:** Bachelor of Arts in Criminal Justice in the Southern Region (Out of Region Authority)

*Projected Enrollments:* Missouri Baptist University has projected enrollments of 15 students in the first year rising to approximately 35 students by its fifth year.

**Proposed Program Title:** Bachelor of Professional Studies in the Southern Region (Out of Region Authority)

*Projected Enrollments:* Missouri Baptist University has projected enrollments of 20 students in the first year rising to approximately 40 students by its fifth year.

**Proposed Program Title:** Master of Arts in Counseling in the Southern Region (Out of Region Authority)

*Projected Enrollments:* Missouri Baptist University has projected enrollments of 20 students in the first year rising to approximately 40 students by its fifth year.

**Proposed Program Title:** Master of Business Administration in the Southern Region (Out of Region Authority)

*Projected Enrollments:* Missouri Baptist University has projected enrollments of 20 students in the first year rising to approximately 40 students by its fifth year.

**Institutional Accreditation:** Missouri Baptist University (the University) is accredited by the Higher Learning Commission (HLC) of the Commission of the North Central Association (NCA) of Colleges and Schools. The University received its most recent ten-year approval for continued accreditation in March 2007. The University is also accredited by the National Council for the Accreditation of Teacher Education (NCATE). Missouri Baptist University is currently a member of the Association of Collegiate Business Schools and Programs (ACSBP) and is applying for program accreditation from this organization. The University is in the process of seeking additional program accreditation from the Council for the Accreditation of Counseling and Related Professions (CACREP), which it hopes to receive within approximately two years.

## **Background and History**

The University is an independent, faith-based, co-educational, liberal arts institution, operating with support from Baptist churches in the State of Missouri. The University has been in operation at its present location in West St. Louis County since 1968. In the 2007 Comprehensive Self-Study for the HLC, the University requested and was subsequently approved to offer off-campus sites throughout Missouri and Southern Illinois. Classes are offered on the main campus and at five full-service off-campus centers and at 12 other locations in Missouri and Southern Illinois. The University presently offers programs leading to the Associate of Science, Bachelor of Science, Bachelor of Arts, Bachelor of Professional Studies, Bachelor of Education, Bachelor of Music, Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Science in Education, Master of Business Administration, Master of Arts in Christian Ministry, Educational Specialist, and Doctor of Education degrees. The University has indicated knowledge of all reciprocity and transferability requirements with the State of Illinois as articulated in the Illinois State Board of Education's (ISBE) website, which is accessible through this link: [http://www.isbe.state.il.us/certification/pdf/cert\\_guide.pdf](http://www.isbe.state.il.us/certification/pdf/cert_guide.pdf).

The University is seeking Board authorization to grant the Bachelor of Arts/Bachelor of Science in Behavioral Science, Bachelor of Arts in Criminal Justice, Bachelor of Professional Studies, Master of Arts in Counseling, and the Master of Business Administration in the Southern Region. This is the University's first request for authorization to operate in the Southern Region and will take place at the campus of John A. Logan Community College. The University's Fall 2009 enrollment was approximately 4,800 students.

## **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives of the degree program must be consistent with what the degree program title implies.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The mission of Missouri Baptist University indicates that the University “has as its purpose the offering of programs of study leading to professional certificates, undergraduate, and graduate degrees. The University is committed to enriching its students’ lives spiritually, intellectually, and professionally, and to preparing its students to serve in a global and culturally diverse society.” The current *Strategic Plan, 2008-2013* includes as a major goal in the area of academics, the expansion and development of degree-granting off-campus instructional sites throughout Missouri and Southern Illinois. In the 2007 Comprehensive Self-Study for the HLC, the University requested and was subsequently approved to offer off-campus sites in Missouri and Southern Illinois without prior approval from the HLC.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### Admission

The requirements for admission into the undergraduate program at Missouri Baptist University consist of being a graduate of an accredited high school with 22 units of credit. The final transcript must reflect senior year credits, a cumulative grade point average (GPA) of at least a 2.0 on a 4.0 scale, final rank in the upper 50 percent of the graduating class, and date of graduation. Students not ranking in the upper half of their class may be admitted on a provisional basis. Students may submit a General Education Development (GED) score in lieu of high school transcripts. Home-schooled students must submit a transcript outlining completion of required secondary level course work as outlined above. A minimum score of 20 is required on the American College Test (ACT) and/or a minimum score of 950 on the Scholastic Aptitude Test (SAT) I. An ACT or SAT test score is not required if the high school graduation date is more than two years from the date of matriculation. Applicants for admission to the graduate programs must have a bachelor’s degree from an accredited college or university with an overall GPA of a 2.75 on a 4.0 scale, must submit a completed admission’s application, and must submit an original statement of professional experiences and goals. Students applying to the counseling programs must also have a written recommendation from an employer or a professional within the field of counseling or education.

### Curricula

#### Bachelor of Arts/Bachelor of Science in Behavioral Science

The Behavioral Science major is organized within the context of an interdisciplinary liberal arts approach drawing from the disciplines of Criminal Justice, Human Services, Psychology, and Sociology. Each discipline addresses different dimensions of human behavior integrated to form a comprehensive view of the human condition. Since the Behavioral Science major is interdisciplinary, drawing from the four areas mentioned above, students are not permitted to complete a second major or minor in any of these areas. Students are required to complete a total of 37-38 hours of general education at the University. Those transferring with an Associate of Arts degree from John A. Logan Community College are considered to have met the general education requirements at the University. Students with an Associate of Applied Science degree are considered on an individual basis. All students at the University must also complete additional general education-like degree requirements (25-28) in order to receive a baccalaureate degree (see the University’s *2008-2009 Undergraduate Catalog, pp 74-78*). These degree requirements have been modified in the Bachelor of Arts /Bachelor of Science in Behavioral

Science to meet the needs of students completing the Associate of Applied Science degree. Although requirements for each degree vary to some extent, all students must complete RBIB 113: Old Testament History; RBIB 123: New Testament History; and IDST 403: World Citizen (see course descriptions in the University's *2008-2009 Undergraduate Catalog*).

#### Bachelor of Arts in Criminal Justice

Criminal Justice is an area of study which seeks to provide Christ-centered quality higher education to traditional and adult students. The major provides an opportunity to prepare for careers in the various areas of the justice system at the entry level, and to prepare others for advancement within an agency. Students are required to complete a total of 37-38 hours of general education at the University. As is the case in all undergraduate programs at the University, students transferring with an Associate of Arts degree from John A. Logan Community College are considered to have met the general education requirements at the University. All students at the University must also complete additional general education-like degree requirements (25-28) in order to receive a baccalaureate degree (see the University's *2008-2009 Undergraduate Catalog, pp 74-78*). Although requirements for each degree vary to some extent, all students must complete RBIB 113: Old Testament History; RBIB 123: New Testament History; and IDST 403: World Citizen (see course descriptions in the University's *2008-2009 Undergraduate Catalog*).

#### Bachelor of Professional Studies in Applied Management

The proposed Bachelor of Professional Studies in Applied Management degree is specifically designed to provide students completing the Associate of Applied Science (A.A.S.) degree in Business Management from John A. Logan Community College (the College) an opportunity to complete a four year degree at Missouri Baptist University while remaining on campus at the College. Students will take 78 credit hours from the College and 50 credit hours from Missouri Baptist University. Courses will be taught in an eight week session, offering two-eight week sessions per semester. Some online courses may be offered along with the traditional face to face and web assisted courses. Students are required to complete a total of 37-38 hours of general education at the University. Students transferring with an Associate of Arts degree from a community college are considered to have met the general education requirements at the University. Those students transferring with an A.A.S. degree are considered on an individual basis. The Bachelor of Professional Studies degree was designed primarily for students with an A.A.S. degree. All students at the University must also complete additional general education-like degree requirements (25-28) in order to receive a baccalaureate degree (see the University's *2008-2009 Undergraduate Catalog, pp 74-78*). These degree requirements have been modified in the Bachelor of Professional Studies to meet the needs of students completing the A.A.S. degree. Although requirements for each degree vary to some extent, all students must complete RBIB 113: Old Testament History; RBIB 123: New Testament History; and IDST 403: World Citizen (see course descriptions in the University's *2008-2009 Undergraduate Catalog*).

#### Master of Arts in Counseling

The Master of Arts (M.A.) in Counseling program prepares students for work within public and private schools as school counselors, as well as practitioners in private and agency settings. The curriculum addresses the theory and practice of counseling for individuals and groups, the role of counseling for married couples and families, and the role of counseling in K-12 school settings. In addition, the University is aware of the requirements for reciprocity of coursework and transferability of licenses and other requirements between Illinois and Missouri,

including, but not limited to, the following: documentation that the applicant graduated from a Missouri state approved guidance program; presentation of a master's level transcript displaying completion of the state approved school guidance program; provision of a letter to the Illinois State Board of Education (ISBE) from the University stating that the University's program is a master's program approved by Missouri; another letter stating that the applicant's transcript indicates a practicum experience, an internship experience totaling a minimum of 600 hours with at least 240 of the 600 hours providing direct counseling services to school age children, and a copy of the Missouri Certificate. The University has indicated knowledge of the fact that it is only when the above items are provided and accepted that the Illinois Basic Skills Test will be waived for the applicant, and the University is also aware that the applicant will still need to take and pass the Illinois Guidance Test.

### Master of Business Administration

The proposed Master of Business Administration (MBA) degree is a 36 hour program consisting of 24 credit hours of required courses, nine credit hours of electives, and a three credit hour capstone project. While there are no prerequisite business courses required, students must complete the MBA core courses in a carefully designed sequence before enrolling in electives or the culmination capstone course. The Capstone Project provides students with the opportunity to synthesize what they have learned in the classroom and incorporate it into a project related to their own work situation or to a major case study in the field to demonstrate their level of skill, knowledge, and applicability within that context. Students earning this degree will have the credentials necessary to move into upper management positions in private, public, not-for-profit, and government organizations.

### Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. It is committed to providing critical and objective assessment of its students and their learning. The University requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The University requires that all courses include comprehensive evaluations. Course objectives are evaluated through tests, labs, projects, assignments, and other established assessment measures within each course. Courses in the Bachelor of Professional Studies in Applied Management, the Bachelor of Arts in Criminal Justice, and the Bachelor of Arts/Bachelor of Science in Behavioral Science have continuous evaluation processes built into their curricula. Course objectives for each specific course, as listed in the program, are the same in every section that the courses are offered, including courses at the main campus and at the extension sites. The formats and basic contents of the syllabi are contextually uniform. Each objective has an assessment instrument used to measure the increase in knowledge as identified in the objective. These tools include written exams and quizzes, papers, in-class experiential exercises including case studies, and presentations.

Students in the MBA program are required to take the Major Field Test developed by Educational Testing Services (ETS), which is the only comprehensive national assessment for program evaluation of its kind for the MBA. This instrument is designed to assess mastery of concepts and principles, as well as the knowledge expected of students at the conclusion of study in the field of business administration. The data collected from this test is used to analyze and make changes to the curriculum and program policies as patterns begin to emerge. MBA students are also required to take the three hour capstone course for this degree. This includes developing a major project that will allow students to use the knowledge they have gained throughout their

tenure in the program to demonstrate their mastery and understanding of how to integrate this information and apply it to real world situations. This is one of the most important assessment measures because students are required to present their project and defend it before their peers and the teacher.

Missouri Baptist University has put in place various mechanisms for the assessment of student learning in its M.A. in Counseling program. All students are required to have a portfolio evaluation to demonstrate competency in standard areas. The portfolio must also include the action research project completed in GRED 553: Research Methods. In addition, there is the assessment of candidates' instructional planning ability. This is embedded in the assignments executed in Foundations as well as in internship courses. All standards are addressed at several points. Candidates are evaluated on all standards by their practicum and intern University supervisor and by their mentor counselors. Their portfolios, which cover their reflections on all standards and artifacts, demonstrate their mastery of those standards. All standards are also addressed in both the Illinois required test and the Praxis II Exam. There is also a variety of course-embedded assessments that address the various standards. Specific courses are rotated over a five year period with particular artifacts used to assess all students in the program.

### Program Assessment

Missouri Baptist University has identified measures to review the overall effectiveness of its programs. Missouri Baptist University utilizes committees within the University to monitor a continuous development of its curricula, program activities, and the preparation of students for employment. Program assessment is conducted through course evaluations, which take place at the end of each term. Students anonymously complete a survey, evaluating the success or a lack thereof of the courses they had taken and of the quality of instruction received from their professors.

### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.*

The University has indicated that all of the classes relating to these courses will be taught on the campus of John A. Logan Community College (the College). The College houses "smart" classrooms, computer laboratories, office space, and the College library. The College provides more than an adequate number of classrooms for all of the proposed programs. The University has given the assurance that students will have access to the library as well as remote access to the University's library and Common Library Platform. Each of the facilities is appropriate for their intended use. In addition, the College is regularly inspected by both the Illinois Occupational Safety & Health Administration (OSHA) and the insurance carrier's loss control consultants. The University has given the assurance that all facilities are in compliance with local, state, and federal safety regulations, including compliance with the Americans with Disabilities Act (ADA) stipulations.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The University has identified policies that ensure academic professionals hired possess the training, credentials, and other related qualifications, including, but not limited to, field experience in order to provide instruction at the University. The University adheres to a faculty credential hiring requirement of a minimum of master's degree in the field of instruction for faculty teaching general education courses and a minimum of a master's degree in an appropriate field for faculty teaching at the baccalaureate level.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The proposed programs are consistent with existing programs offered at the University. Missouri Baptist University has submitted fiscal plans indicating revenues will exceed operating expenditures in the first year of operation for the proposed degree programs.

### **Accreditation/Licensure**

Neither specialized accreditation of the proposed programs nor licensure of program graduates is required for the proposed baccalaureate programs and the MBA. There are licensure requirements for the M.A. in Counseling program. The M.A. in Counseling program is approved by the Missouri Committee for Professional Counselors (MCPC) for Missouri state licensure. To obtain licensure in the field as Licensed Professional Counselors, graduates of the M.A. in Counseling can complete the Missouri state licensure exam and the required 3,000 counseling hours necessary for licensure as a Licensed Professional Counselor (LPC) in Missouri, and then if also desiring Illinois licensure, can apply to the Illinois Division of Financial and Professional Regulations (IDFPR) for consideration as an out-of-state licensee requesting the Illinois license as a Professional Counselor. The graduate can therefore be licensed as a Professional Counselor in both Missouri and Illinois. Alternatively, program graduates can present the Illinois application and the Missouri Baptist University transcript directly to the IDFPR to request the Illinois license as a Professional Counselor. The graduate would complete the requirements of the Illinois Licensing Committee (exam and counseling internship hours). The M.A. in Counseling program with an emphasis in School Counseling is approved by the Missouri Department of Elementary and Secondary Education (DESE) for elementary, secondary, and combined certifications. Graduates seeking School Counselor certification would receive Missouri certification by completing the requirements of the school guidance curriculum, passing the PRAXIS exam, and completing the professional portfolio designed to demonstrate professional expertise in the 13 competencies used as the basis for the school guidance curriculum by the State of Missouri. Those seeking certification in Illinois can then present the Missouri School Guidance Certification with appropriate application to the ISBE for consideration of certification as described in the curriculum section above. ISBE's updated processes as of July 2010 for School Service Personnel certification are available at their service website at the following link: <http://www.isbe.net/certification/requirements/section9.pdf>.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.*

The University's catalog provides clear and accurate information regarding its policies, admissions procedures, tuition, fees, and refund policies. The material provided on the anticipated programs is in keeping with the other programs offered by the University. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that Missouri Baptist University and the proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Saint Anthony College of Nursing  
5658 East State Street  
Rockford, Illinois 61108  
President: Terese A. Burch**

**Proposed Program Title:** Bachelor of Science in Nursing in the Western Region (Out of Region Authority)

*Projected Enrollments:* Saint Anthony College of Nursing has projected enrollments of ten students with the possibility of increasing enrollments up to 20 students.

### **Institutional Accreditation:**

Saint Anthony College of Nursing is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools and by the Commission on Collegiate Nursing Education (CCNE).

### **Background and History**

Saint Anthony College of Nursing (the College), which is located in Rockford, Illinois, is a baccalaureate and master degree-granting institution. With its predecessor, Saint Anthony Medical Center School of Nursing, the College has been preparing students for the profession of nursing for over 90 years. The College was established in 1915 under the auspices of The Sisters of the Third Order of St. Francis (OSF) of East Peoria, Illinois, first as a diploma program and later as a degree-granting College. Since 1990, the College has been offering the last two years of a four-year Bachelor of Science in Nursing degree. In 2006, the College began a Master of Science in Nursing degree to prepare nurse educators, clinical nurse leaders, and clinical nurse specialists.

The College is seeking approval to offer the Bachelor of Science in Nursing (BSN) as a Registered Nurse (RN) to BSN completion program out of region on the campus of Highland Community College in the Western Region. The Fall 2009 enrollment was 185 students.

## **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives of the degree program must be consistent with what the degree program title implies.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed program adheres to the mission of Saint Anthony College of Nursing, a private Catholic college that aims to “provide quality undergraduate and graduate nursing education.” Grounded in the liberal arts and sciences, the College aims to provide an environment that encourages open inquiry and lifelong learning in order to prepare nurses to serve with care and love. The proposed program is consistent with the purpose, goals, objectives, and mission of the College, and the requested degree title is congruent with the corresponding degree program objectives and curriculum.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### Admission

Applicants for admission to the College’s program at Highland Community College must have completed a diploma or an associate degree in an approved nursing program and must be a licensed RN. Courses applying to the program must have been completed with a grade of C or better. In addition, applicants must pass physical and mental exams, drug testing, and a criminal history check.

### Curriculum

#### Bachelor of Science in Nursing

The program is designed for working registered nurses commuting from rural communities, which currently have limited access to BSN education. The curriculum is part-time and hybrid with courses offered both on campus and online. Students must complete a total of 128 credit hours of coursework for graduation, which includes 53 credits of general education coursework, 47 credits of Associate Degree in Nursing (ADN)/Associate of Applied Science (AAS) coursework, and 28 upper division BSN credits. Students are required to earn a cumulative grade point average (GPA) of a 2.0 or better on a 4.0 scale to be eligible for graduation. The College offers this program on the main campus. The course syllabi and outcomes are approved by the Curriculum Committee and will be the same regardless of the location. Faculty may alter some activities, but the approved syllabus will be followed in each course. Faculty will be commuting from the home campus to teach at the Highland Community College location.

## Assessment of Student Learning

The College uses an assessment plan for student academic achievement. It begins with assessment of prerequisite courses to the upper-division courses and is continuous throughout the student's program of study at the College. This student assessment includes exam results reflective of general education, nursing, and other related courses, written portfolio materials, and other assessment exhibits. All assessment activities are required, and some become part of the College's permanent files. Results of student assessment are used for student advising, program evaluation, and improvement of the College.

## Program Assessment

In addition to student assessment, the College has established policies and procedures for program assessment. The assessment plan links course objectives to program objectives, institutional objectives, and the mission of the College. Oversight of the assessment process and procedures is provided by the Dean for Undergraduate Affairs and the Assessment and Program Review Committee. The College will conduct a systematic evaluation of the College and its academic programs according to an established timetable and survey instrument. Student, faculty, administration, and the College's Board's comments will be solicited. This evaluation plan will designate criteria and outcomes to be assessed, levels of achievement, methods and tools, responsible parties, and an evaluation schedule. Data will be analyzed, aggregated, trended, and used for program decision making.

## **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.*

The proposed degree program will be offered at the Betty Stamm Nursing Wing (the Wing) on Highland Community College's campus. Completed in 2008, the Wing includes three classrooms with state of the art media integration, four lab areas (including a hospital clinical practice lab and a computer lab), and break-out study areas, all of which have wireless capability.

Students in the proposed program will have access to Highland Community College's Mitchell Library (the Library), which contains thousands of book titles and 15,650 full-text journal titles in online databases, which includes 904 unique titles among the nursing/health/science databases. The Library includes a large reading room with individual work spaces, a reservable group study room, a 28-station computer lab, and a reserve shelf for course required readings. In addition, students will have access to the Sister Mary Linus Learning Resource Center (the Center), located on the first floor of Saint Anthony College of Nursing. Besides the physical resources held within the Center's walls and the Library, online resources can be immediately retrieved. The Library also provides access to materials held by other OSF libraries, materials in area libraries, and materials available through interlibrary loan.

## **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The courses will be coordinated and taught by full-time masters or doctorally-prepared College faculty. Masters-prepared adjunct faculty from Highland Community College's Department of Nursing and Allied Health are available to assist once the program is established.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The RN to BSN completion program is consistent with existing programs offered at the College. As a subsidiary of Saint Anthony Medical Center, the College has submitted fiscal plans indicating that assets and tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

## **Accreditation/Licensure**

The College intends to seek an extension of the specialized accreditation by the CCNE that it maintains for the same program on its main campus.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.*

The College's catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions. These materials will be provided to prospective students by both the College and by Highland Community College.

**Staff Conclusion.** The staff concludes that Saint Anthony College of Nursing and the proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education's policies pertaining to assessment and accreditation for licensure.

**Zarem Golde ORT Technical Institute**  
**5440 Fargo Avenue**  
**Skokie, Illinois 60077**  
**Chief Executive Officer: Ephraim Buhks**

**Proposed Program Title:** Associate of Applied Science in Accounting in the North Suburban Region (Operating Authority)

*Projected Enrollments:* Zarem Golde ORT Technical Institute has projected Fall enrollments in the proposed program will grow from ten students in the first year to 50 students in the fifth year and beyond.

**Institutional Accreditation:** Zarem Golde ORT Technical Institute is accredited through the Accrediting Council for Continuing Education and Training (ACCET).

### **Background and History**

Zarem Golde ORT Technical Institute (the Institute) opened in Chicago in 1991 as a branch campus of Los Angeles ORT Technical Institute and was approved under the Private Business and Vocational Schools Act by the Illinois State Board of Education (ISBE). The Institute moved to Skokie, Illinois in 2005, and is now seeking authority to add its first associate level program in accounting.

### **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The Institute shares a common mission with a worldwide network of ORT institutions: to “meet the educational and academic/vocational needs of diverse students in a supportive caring environment. Further, the mission is to provide technical skills and knowledge necessary for employment and career advancement. For over a century, the Institute has sought to bring economic self-sufficiency to people and communities in need.”

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### **Admission**

Requirements for admission into the Institute include graduation from an accredited high school or the completion of a General Education Development (GED) diploma, and applicants are expected to demonstrate proficiency at the college level through placement testing.

## Curriculum

### Associate of Applied Science in Accounting

The Associate of Applied Science (A.A.S.) in Accounting program is designed to meet the needs of business and industry for qualified entry-level accountants. Students will receive instruction to gain mastery over the principles, methods, procedures, techniques, concepts, and operations of accounting and computerized accounting systems. The program requires the completion of 60 semester hours, 18 of which are general education courses, which include courses in communications, mathematics, and social and behavioral sciences. Students must also complete 42 semester hours of major coursework, which include introduction to computers, word processing, spreadsheets, principles of accounting I and II, computer applications for accounting I and II, income tax preparation, cost accounting, internal auditing, business law, and introduction to business.

## Assessment of Student Learning

The Institute has an identified system to conduct student assessments through course participation, projects, and evaluations.

## Program Assessment

Zarem Golde ORT Technical Institute has identified measures to review the overall effectiveness of its programs. The Institute utilizes employer satisfaction surveys and committees that consist of faculty and staff to ensure the continuous development of curricula, program activities, and the preparation of students for employment.

## **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

The Institute has identified facilities, equipment, and instructional materials that will accommodate all program operations. The facility occupies an area of approximately 24,000 square feet, subdivided into 13 classrooms, ten computer labs, and 20 administrative offices. The lab and classroom are facilitated with multimedia equipment, such as a liquid crystal display (LCD) projector, computers, speakers, and high-speed Internet access, and the Institute plans to purchase additional computers this year.

The Institute's students have access to the full resources of the Bramson ORT College (the College) Library (the Library) in New York City. The College's Library's collection consists of books, reference materials, and online resources, which includes e-books and e-journals. The on-campus book collection consists of 25,000 volumes available to students through interlibrary loan and 200 magazines and newspapers, some of which can be obtained online. Materials checked out through interlibrary loan are typically received within seven business days.

The Institute also has a cooperation agreement with the Skokie Public Library (the Library), which allows students the use of the full range of its resources. The Library is located 1.2 miles from campus. It is a 20 minute walk from the school or a four minute car trip. Public transportation is available as well as the school-owned van, which can drop students at the Library after their classes. The resources of the Library include 450,000 print items and 200,000 non-print items, as well as 80 computers for personal use.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Zarem Golde ORT Technical Institute has identified policies that ensure faculty and other academic professionals hired for the proposed program have the appropriate training, credentials, and other related qualifications to support the program.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new degree program.*

The Institute has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

### **Accreditation/Licensure**

Neither specialized accreditation of the proposed program nor licensure of program graduates is required.

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Zarem Golde ORT Technical Institute has published material available for students that provide information on degree programs, program requirements, and other information on the completion of degrees within the Institute. The Institute's cancellation and refund policies are fair and reasonable, and the Institute's publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that Zarem Golde ORT Technical Institute and its proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Argosy University – Chicago Campus**  
**225 North Michigan Avenue – 13<sup>th</sup> Floor**  
**Chicago, Illinois 60601**  
**Interim President: Michael Falotico**

**Argosy University – Schaumburg Campus**  
**999 Plaza Drive**  
**Schaumburg, Illinois 60173**  
**President: James Chitwood**

**Proposed Program Title:** Master of Arts in Education in Higher and Postsecondary Education in the Chicago Region

*Projected Enrollments:* Argosy University - Chicago Campus has a projected enrollment of 21 students in the first year and 44 students in the fifth year.

**Proposed Program Title:** Master of Public Administration in the Chicago Region

*Projected Enrollments:* Argosy University - Chicago Campus has a projected enrollment of 12 students in the first year and 56 students in the fifth year.

**Proposed Program Title:** Master of Arts in Education in Higher and Postsecondary Education in the North Suburban Region

*Projected Enrollments:* Argosy University - Schaumburg Campus has a projected enrollment of 18 students in the first year and 37 students in the fifth year.

**Proposed Program Title:** Master of Public Administration in the North Suburban Region

*Projected Enrollments:* Argosy University - Schaumburg Campus has a projected enrollment of 12 students in the first year and 56 students in the fifth year.

**Institutional Accreditation:** Argosy University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

## **Background and History**

Argosy University (the University) is a for-profit higher education institution currently owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation, a privately owned corporation. The University was approved in 2001 from a merger of three academic institutions consisting of the American School of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota.

Argosy University's Schaumburg and Chicago Campuses are currently seeking degree granting authority to offer the Master of Arts in Education (M.A.Ed.) in Higher and Postsecondary Education. The University has previously been granted approval for the Master of Arts in Education in Instructional Leadership, Master of Arts in Educational Leadership, Education Specialist in Instructional Leadership, Education Specialist in Educational Leadership, Doctor of Education in Instructional Leadership, and Doctor of Education in Educational Leadership. The two campuses are also seeking degree granting authority to offer the Master of Public Administration degree. The Fall 2009 enrollment was 1,348 students at the Chicago Campus and 773 students at the Schaumburg Campus.

### **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.*

*Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed degree programs are consistent with the mission of the University to offer high quality education in many applied fields up to the doctoral level with high occupational demand using delivery formats, including instructional technology and online resources, that permit students access from a variety of physical locations.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### Admission

At both campuses, the admission requirements for the master's degree programs are a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education or an appropriately certified foreign institution, plus a grade point average (GPA) of at least a 3.0 on a 4.0 scale for the last 60 hours of coursework (including graduate work) or a 2.7 cumulative GPA. In addition, a minimum written Test of English as a Foreign Language (TOEFL) score of 550 (paper version), 213 (computer version), or 79 (Internet version) is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. Students who do not meet the minimum GPA requirement will also be required to submit the following: Personal/professional goal statement with a self-appraisal of qualifications for the profession, current resume (or career summary), and the names and contact information of three professional or academic references.

## Curricula

### Master of Arts in Education in Higher and Postsecondary Education

For both the Schaumburg and Chicago Campuses, the Master of Arts in Education (M.A.Ed.) in Higher and Postsecondary Education programs are designed for individuals who serve in, or who wish to advance to, supervisory positions in the various non-instructional units of universities, colleges, professional schools, technical/vocational schools, and other postsecondary organizations. In addition, by the end of the program, students are expected to have been adequately equipped to implement several other leadership tasks, including, but not limited to, the following: building and sustaining effective alliances with diverse key stakeholders; successfully addressing institutional priorities; communicating effectively within the organizational structure so as to advance institutional goals; eliciting, soliciting, and incorporating diverse viewpoints in decision making and communications; developing and managing resources; managing and developing human, fiscal, and physical resources within an environment of competing priorities; analyzing complex situations that impact key learning partners; developing strategies to further the organizational mission and vision; developing and ensuring growth of programs and services; planning, implementing, and assessing programs and services for effectiveness and appropriateness as related to the organization's needs and goals; applying prevailing technologies to manage and enhance student programs and services; developing students and student services; and applying appropriate development theories to support traditional and non-traditional student growth, achievement, and success.

### Master of Public Administration

Both the Chicago and Schaumburg Campus' Master of Public Administration (MPA) programs are designed to develop action-oriented problem-solving managers for the public sector, especially at the state and local levels of government. Students develop the competencies required to execute the duties and responsibilities of public sector managers, including evaluation and supervision of employees, reinforcement of the organizational mission, and effective management of organizational resources.

## Assessment of Student Learning

Effective teaching and student learning at Argosy University is driven by reviews, reflection, and assessment involving internal and external constituents who participate in the process from plan development to implementation and subsequent evaluations. To ensure good student learning outcomes in the proposed programs, each degree program assesses various components of the program periodically. The assessment process examines many aspects of the program, such as curricular relevancy and currency, student grades in each course, results of student evaluation at the end of each course, the quality of courses and workshops offered, student persistence and graduation rates in each degree program, student performance in the capstone course and internship, and the quality of student support resources. Any serious problem discovered by the assessment is addressed to strengthen the program and improve student success in the program.

## Program Assessment

Argosy University – both at its Schaumburg and Chicago Campuses, has an identified plan to review all academic programs. All activities related to program assessment are conducted on an annual basis as part of planning, design, and evaluation of programs at Argosy University.

## **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.*

The University has identified facilities, equipment, and instructional materials that will accommodate all program operations. The Argosy University - Chicago Campus (the Campus) is located at 225 North Michigan Avenue in Chicago, Illinois. Classrooms, the library, computer labs, academic learning center, and faculty offices are located on the 13<sup>th</sup> floor. Admissions, Student Services, Financial Aid, and Career/Alumni Services are located on the upper concourse level. Administrative and faculty offices include all faculty, program chairs, training department administrators and assistants, campus administrators and administrative assistants, student services, admissions, and student finance personnel. The student lounge has vending machines, a microwave, refrigerator, tables for eating, study chairs, and bulletin boards. Located at 999 North Plaza Drive in Schaumburg, Illinois, the Argosy University - Schaumburg Campus occupies 25,350 square feet on the 1<sup>st</sup> and 8<sup>th</sup> floors. The Campus has 12 classrooms, of which five are SMART classrooms, and seven are furnished with audio/visual equipment. The Campus also houses a computer lab complete with 24 computers. There is also a student lounge, a faculty lounge, and administrative and faculty lounges.

The University's main library has a large collection of library resources that include books, print and electronic journals, dissertations, and other contents to serve faculty and students. Among the collections, there are resources appropriate and sufficient for the proposed programs, including specialized textbooks, academic journals, and electronic databases. In addition, the University has budgeted for acquisitions of new books, periodicals, videos, and online resources for each new program. The University library carries approximately 10,000 volumes, 75 current periodical subscriptions, six computers, two private study areas, plus study tables large enough to accommodate more than 30 students. Faculty also have access to audio-visual equipment and instructional resources, which includes overhead projectors, tape recorders, videocassette recorders (VCR), digital versatile disc (DVD) players, camcorders, liquid crystal display (LCD) projectors, etc.

## **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

For its two campuses, the University has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the programs. The faculty hiring expectation for the programs is a terminal degree in the field of instruction.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

For both the Schaumburg and Chicago Campuses, the University has submitted projected fiscal plans indicating that revenues from tuition and fees for each degree program will exceed projected operating expenditures in the first year of operations.

## **Accreditation/Licensure**

Neither specialized accreditation of the proposed programs nor licensure of program graduates is required.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The University's Schaumburg and Chicago Campuses have identified policies, admissions procedures, tuition, fees, and refund policies to support their students. The materials submitted with the proposed programs are in keeping with other programs offered by the University. The materials provide appropriate information about each program's curriculum, admission requirements, assessment of student learning, tuition, faculty, financial resources, and other University information.

**Staff Conclusion.** The staff concludes that Argosy University and the proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Cardinal Stritch University the Certificate of Approval and Authorization to Operate and to Grant the Doctorate in Leadership for the Advancement of Learning and Service (Doctor of Education/Doctor of Philosophy) in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Lewis University the Authorization to Grant the Bachelor of Science in Air Traffic Control Management, the Bachelor of Science in Aviation Administration, and the Bachelor of Science in Aviation Security in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Missouri Baptist University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Arts/Bachelor of Science in Behavioral Science, the Bachelor of Arts in Criminal Justice, the Bachelor of Professional Studies, the Master of Arts in Counseling, and the Master of Business Administration in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Saint Anthony College of Nursing Authorization to Grant the Bachelor of Science in Nursing in the Western Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Zarem Golde ORT Technical Institute the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Accounting in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Argosy University – Chicago Campus Authorization to Grant the Master of Arts in Education in Higher and Postsecondary Education and the Master of Public Administration in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Argosy University – Schaumburg Campus Authorization to Grant the Master of Arts in Education in Higher and Postsecondary Education and the Master of Public Administration in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*