

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

Submitted for: Action.

Summary: 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:

Adler School of Professional Psychology

- Master of Arts in Counseling Psychology: School Counseling in the Chicago Region

Chicago School of Professional Psychology

- Master of Arts in Counseling Psychology in the Chicago Region

Concordia University (Out of Region Authority)

- Master of Business Administration in the Chicago and North Suburban Regions

Lewis University (Out of Region Authority)

- Post Master's Certificate in Adult Nurse Practitioner in the West Suburban Region
- Post Master's Certificate in Family Nurse Practitioner in the West Suburban Region

Lindenwood University (MO) – Belleville Campus

- Bachelor of Arts in Accounting in the Southwestern Region
- Bachelor of Arts in English in the Southwestern Region
- Bachelor of Arts in Finance in the Southwestern Region
- Bachelor of Arts in Marketing in the Southwestern Region

- Bachelor of Arts in Sport Management in the Southwestern Region
- Bachelor of Fine Arts in Acting in the Southwestern Region

Northwest Suburban College of Basic and Allied Health Sciences

- Associate of Science in Biology in the North Suburban Region

Olivet Nazarene University (Out of Region Authority)

- Bachelor of Science in Nursing in the Central Region

For-Profit:

American InterContinental University Online

- Associate of Arts in Business Administration in the Fox Valley and North Suburban Regions
- Associate of Arts in Visual Communication in the Fox Valley and North Suburban Regions
- Associate of Information Technology in the Fox Valley and North Suburban Regions
- Associate of Science in Criminal Justice in the Fox Valley and North Suburban Regions
- Bachelor of Accounting in the Fox Valley and North Suburban Regions
- Bachelor of Business Administration in the North Suburban Region
- Bachelor of Fine Arts in Visual Communication in the North Suburban Region
- Bachelor of Information Technology in the North Suburban Region
- Bachelor of Science in Criminal Justice in the North Suburban Region
- Master of Accounting in the Fox Valley and North Suburban Regions
- Master of Business Administration in the North Suburban Region
- Master of Education in the North Suburban Region
- Master of Information Technology in the North Suburban Region
- Master of Science in Criminal Justice in the Fox Valley and North Suburban Regions

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 eight institutions.

Adler School of Professional Psychology
17 North Dearborn
Chicago, Illinois 60602
Chief Executive Officer: Raymond E. Crossman

Proposed Program Title: Master of Arts in Counseling Psychology: School Counseling in the Chicago Region

Projected Enrollments: The proposal projects enrollments at 15 students per year.

Institutional Accreditation: The Adler School of Professional Psychology has been continuously accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools since 1978.

Background and History

The Adler School of Professional Psychology (the School) is a private, independent, not-for-profit institution of higher education. Alfred Adler, born in Vienna, Austria in 1870, is the father of individual psychology. In 1952, Rudolf Dreikurs, M.D., a close colleague of Adler's, founded the Alfred Adler Institute, which is now the Adler School of Professional Psychology in Chicago. The School is incorporated in and operates under the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax-exempt organization.

The School is seeking authorization to grant the Master of Arts in Counseling Psychology: School Counseling (MASC) in the Chicago Region. The Fall 2009 enrollment at the School's Chicago campus was 703 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 Adler School of Professional Psychology to prepare students to be socially responsible professional counselors who advance social justice, both during their course of study and their later professional lives. The overarching objective of the MASC degree is for graduates to practically apply psychology to educational settings.

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 School has established admission requirements for students entering the proposed program. Applicants considered for admission to the MASC program must have successfully completed a baccalaureate degree or the equivalent from an accredited institution with a cumulative grade point average (GPA) of 3.0 or higher, 12 semester credit hours in undergraduate psychology with grades of no less than "C" in each course, successful completion of the Illinois Basic Skills Test, and a personal interview.

Curriculum

The competencies expected of all School graduates are organized under three broad learning objectives: 1) practitioner-scholar; 2) integration of science; and 3) social responsibility. The overarching objective of the MASC degree is for graduates to practically apply psychology to educational settings. To achieve these goals, students must be educated into, and must become

personally aware of, school counseling structures, diverse environments and people, strategic thinking, intervention techniques, self-care, and the role of psychosocial factors in behaviors. The program follows a practitioner-scholar model, which relies heavily on evidence-based programs. Students develop the ability to critically use the literature as a guide to practice, ever mindful that positive, measurable outcomes are critical. Coursework focuses specifically on the K-12 population and understanding the dynamic role of a school counselor. An integrated component of the program is field experience. The students will develop skills in their Community Service Practicum, a 100-hour school counseling practicum in a public school system, and a comprehensive 600-hour internship covering K-12 grades (including special needs populations) before entering the job market.

Assessment of Student Learning

The Adler School of Professional Psychology has established policies for the assessment of student learning. The program's intended learning outcomes are mapped to a means of assessment and criteria for success. These learning outcomes are then assessed annually for all students in the School Counseling program. This is a part of the School's annual Student Learning Outcomes Assessment Program (SLOAP) report, which is accompanied by an Action Plan that translates the data into action that will revise curriculum and programs where indicated. This report is shared with the Board of Trustees each year.

Program Assessment

The School utilizes a number of processes to monitor its programs and marketability of graduates for all degree programs. The MASC program will be included in the School's processes of meetings with key stakeholders, surveying alumni, and advisory committee meetings. Annually, the School convenes a meeting of internal and community stakeholders to provide strategic input to the President, the Board of Trustees, and Leadership Team. This meeting provides the President's Cabinet with constructive and strategic feedback from employers, training partners, community partners, faculty, staff, and students. Past meetings have yielded important feedback regarding the quality and applicability of the School's students' skills, knowledge, and attitudes. This feedback has resulted in timely revisions to the School's degree programs.

In addition, an Advisory Board has been developed to specifically assess the School Counseling program's successes, monitor changes, and ensure that the program meets current and future community needs. Eight to ten individuals, consisting of community leaders, school administrators, teachers, school counselors, parents, alumni, and other educators make up the Advisory Board and meet quarterly. They will serve as the "outside" eyes and advise the School as to the strategic needs of the discipline and direction of the program. The Advisory Board meets as a whole once per semester but is consulted by the Program Director on an ongoing basis for clarity and support.

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 School has adequate space, equipment, and instructional materials for the operation of the program. The School moved to a new campus in July 2010 with 27 classrooms, 136 offices, and 105 workstations. The library offers seating for 60, with an adjacent computer lab

and online instruction room. The 1,400 square foot Center for Learning and Teaching has a capacity of 40. There are also two large open-area breakout spaces with lounge furniture, as well as 20 smaller open-area breakout spaces dispersed throughout campus for one to four people. The 1,200 square foot student café adjacent to the vending area offers a seating capacity of 60. The library collaborates with faculty, clinicians, and researchers to support students in their progress to achieve the School's institutional learning outcomes. The library's holdings and network with other educational institutions make available a wide range of materials necessary in meeting the needs of general counseling. It has budgeted for the purchase of software and model building programs that deal with education, school systems, school law, and community development. Active membership in the professional associations and their associated journals and a continual review of those association materials and multi-media materials will be maintained in support of the school counseling program.

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 Adler School of Professional Psychology has policies in place to ensure that faculty possesses the training, credentials, and other related qualifications to provide instruction. All faculty will have teaching expertise, a terminal degree in an appropriate discipline, demonstrated research, and a commitment to service.

Fiscal and 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 Master of Arts in Counseling Psychology: School Counseling is consistent with existing programs offered at the Adler School of Professional Psychology. The School has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

The School has been continuously accredited by the HLC of the NCA of Colleges and Schools since 1978. The Illinois State Board of Education (ISBE) is the program accreditation body that is applicable to the MASC degree program, and the application for program approval is currently under review. The Master of Arts in Counseling Psychology: School Counseling program is designed to provide students with the appropriate school counseling coursework and with public school counseling practicum/internship experiences that meet the requirements and quality standards required by the State of Illinois for the School Counseling Endorsement Type 73 Certification.

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 School's Catalog provides accurate information regarding the School'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 School. 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 the Adler School of Professional Psychology and its 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.

Chicago School of Professional Psychology

325 North Wells Street

Chicago, Illinois 60654

President: Michele Nealon-Woods

Proposed Program Title: Master of Arts in Counseling Psychology in the Chicago Region

Projected Enrollments: Chicago School of Professional Psychology has projected enrollments in the proposed program of 100 students in the first year rising to over 600 by the fifth year.

Institutional Accreditation: Chicago School of Professional Psychology 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

The Chicago School of Professional Psychology (the School) is a not-for-profit, accredited institution with campuses in Illinois, California, and Washington, D.C., and course offerings and initiatives that serve students across the country and online. The School was founded in 1979 by a group of psychologists and educators committed to advancing the field and providing professional training in a not-for-profit setting. As the nation's oldest and largest graduate School devoted exclusively to psychology and related behavioral science, the Chicago School of Professional Psychology offers more than 20 degree programs.

The School is seeking approval to offer the Master of Arts (M.A.) in Counseling Psychology in the Chicago Region. Fall 2009 enrollment at the School was 2,245 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 program is consistent with the School's mission to provide an education for careers in psychology and related behavioral and health sciences integrating theory, professional practice, and innovation.

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 School has established admission requirements for students entering the proposed program. Applicants must hold an earned bachelor's degree with an undergraduate grade point average (GPA) of 3.0 or higher on a 4.0 scale. Additionally, candidates will be judged on their overall ability to do graduate work using factors such as successful work history after completion of the baccalaureate degree, Graduate Record Examination (GRE) scores, a required admission essay, and letters of recommendation from academic professors, or professional or volunteer - experience supervisors in consideration of admission. Prior to enrollment, students entering the program are required to have completed two courses at the undergraduate level with a grade earned of "C" or better: a psychology course and a course in either statistics or research methods.

Curriculum

The Master of Arts in Counseling Psychology program is "a counselor training program that provides strong preparation in essential diagnostic, therapeutic, and consultative skills in order to work with a variety of clinical populations - ranging from children to the elderly - and with a variety of emotional, intellectual, and psychological conditions and problems." The program meets the academic requirements to prepare students seeking licensure as a professional counselor in Illinois (LPC) regulated by the Illinois Department of Financial and Professional Regulation (IDFPR). The program incorporates "the eight content areas outlined by the National Board of Certified Counselors to prepare those students seeking professional counselor licensure and those desiring to begin professional practice at the master's level." The program is 60 semester credit hours, which includes the following 45 credit hours of core courses: Professional Development I and II, Theories of Counseling, Psychopathology, Psychopharmacology Lab, Psychology of the Lifespan, Counseling & Interviewing Skills I and II, Cognitive Behavioral Psychotherapy, Diversity in Clinical Practice, Existential-Humanistic Psychotherapy, Professional Ethics and Issues, Foundations of Family Therapy, Introduction to Addictions, Group Processes of Therapy & Counseling, Introduction to Clinical Assessment, Career Development Counseling, Methods of Research & Program Evaluation. Additionally, the program consists of nine credit hours of Practicum and Internship Seminars. The required training experience consists of a minimum of 700 hours over at least nine months of on-site supervised training, including at least one hour of individual supervision per week. The first 100 hours of a student's training experience is considered the "practicum" requirement and the

subsequent 600 hours the “internship.” For the final nine hours, students have the option of completing one of seven concentrations including: Treatment of Addiction Disorders, Supervision and Leadership in Community Mental Health, Child & Adolescent Treatment, Health Psychology, Trauma and Crisis Intervention, Latino/a Mental Health, and Generalist. All students are required to successfully complete the Counselor Preparation Comprehensive Exam (CPCE) which supports students in their preparation for licensure. Students are required to complete the Counseling Competency Examination (CCE) to show that the student has acquired the counseling skills necessary to graduate from the program. The CCE is completed during the spring term of the student’s internship seminar.

Assessment of Student Learning

The School’s assessment plan includes identified learning outcomes for the programs. To ensure an effective and high quality educational experience, each program’s Department will use a programmatic student learning assessment plan. Department faculty will systematically evaluate the achievement of student learning goals through assessment tools and outcome measurements to inform future planning and to generate creative, responsive solutions to improve student learning. Data will be gathered through practicum and internship evaluations, internship exit interviews, license exam results, dissertation ratings, course-based work samples, grades, Advisory Board recommendations, and Faculty Disposition Ratings. Data will be gathered, analyzed, and presented to the Department for review on an annual basis. Based on summative and formative measurements, the Department will revise the student learning assessment plan, the curriculum, and the approach to learning inside and outside the classroom as needed to improve the quality of student learning, as well as the applicability of what students learn to developments in the fields of school psychology and counselor education and supervision. Student learning assessment will offer the Department a critical opportunity to evaluate the effectiveness of the program of study and to develop student-focused learning environments.

Program Assessment

All programs of the School participate in annual program review, an activity intended to include a variety of inputs that allow a comprehensive evaluation of the program’s effectiveness in accomplishing the desired learning, enabling positive student perceptions of the program and its support services, maintaining currency and relevance to the needs of the market and discipline, and achieving strong student retention, enrollment trends, and financial viability. The School’s institutional goals, embedded in the statement of purpose, are pursued by each individual program of study. Each program regularly identifies learning expectations, assesses the student learning outcomes related to these expectations, and uses assessment results to improve student learning. Faculty members are reviewed in-depth the year prior to the ending contract date. The in-depth review is based upon the faculty member’s long-term faculty activity and professional development plan. Faculty are evaluated for initial and continuing appointment on a variety of criteria that include: teaching, advisement, dissertation, or thesis activities (if applicable), service to the School, scholarly activity and professional achievements, service to the public, and service to the professional community.

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 facilities at the Chicago School of Professional Psychology are sufficient to support the proposed program. For online courses, the School uses the eCollege course and course management system, which allows faculty to lead moderated online discussions, use online drop-boxes for collecting assignments, create self-assessing quizzes and tests, track attendance and student progress, maintain a grade book and course calendar, isolate course mail from other e-mail, post course content, and import course content. Students and groups within the School are also able to use the eCollege drop box function and to maintain personal calendars and create online bookmark repositories using the system. The School's library maintains a collection of over 20,000 full-text and abstract psychology-specific journals and APA-published books through its online reference databases such as Academic Search Complete, Proquest ABI/Inform, Proquest Dissertations, PsycArticles, PsycBooks, PEP Archives, PsycInfo, Tests in Print, and Mental Measurement Yearbook. The School's library belongs to two major consortia for interlibrary loans: ILLINET online and the Consortium of Academic and Research Libraries (CARLI). With ILLINET online, the School shares resources with over 2,500 ILLINET libraries. With CARLI, students can access collections of over 152 academic libraries in Illinois through one interface. Library services for students also include online references, electronic reserves, and online tutorials to assist students in their research.

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 Chicago School of Professional Psychology has policies in place to ensure faculty possess the training, credentials, and other related qualifications to provide instruction at the School. The School adheres to a faculty credential hiring requirement of a minimum of one degree level in the field of instruction higher than that of the degree program. The faculty identified in the proposal have degrees at the doctoral level.

Fiscal and 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 program is consistent with existing programs offered. The Chicago School of Professional Psychology has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

The program provides the academic requirements to prepare students seeking licensure as a professional counselor in Illinois as regulated by the IDFPR.

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 School's catalog provides accurate information regarding policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are in keeping with the other programs offered by the School. 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 the Chicago School of Professional Psychology and its 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.

Concordia University
7400 Augusta
River Forest, Illinois 60305
Chief Executive Officer: John F. Johnson

Proposed Program Title: Master of Business Administration in the Chicago and North Suburban Regions (Out of Region Authority)

Projected Enrollments: Concordia University projects a new cohort enrollment group of 23 students in Fall and Spring for each site in each of the first five years.

Institutional Accreditation: Concordia University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. The College of Business is in the early stages of seeking accreditation by the International Assembly of Collegiate Business Education (IACBE).

Background

Concordia University (the University) is a not-for-profit institution founded in 1864 in Addison, Illinois, for the preparation of teachers for Lutheran elementary schools. The University relocated to River Forest in 1913. The University has expanded its programs substantially over the years and now offers degrees in a variety of fields at both the undergraduate and graduate levels.

The University is seeking out of region degree granting approval for the Master of Business Administration (MBA) in the Chicago and North Suburban Regions. The University currently offers this program on its main campus. The Fall 2009 enrollment was approximately 5,000 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 program adheres to the mission of the University to equip “men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.” The University’s vision is to be “the University of choice for those seeking a Christian institution in the Midwest which provides a broad, liberal arts based undergraduate education, as well as graduate and professional programs in areas of demonstrated competence, which serve a particular need of society and advance the mission of the Church.”

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

For consideration of full admission to a master's program, applicants must have earned at minimum a baccalaureate degree with a cumulative undergraduate grade point average (GPA) above 2.85 from a regionally accredited institution, must submit an application to the Office of Graduate Admission with a statement of the applicant's goals in pursuing the graduate degree, must submit two letters of recommendation and an objective statement in the form of a PowerPoint presentation, and must submit a professional résumé.

Curriculum

The delivery of the off-campus program is based on the accelerated learning framework designed for working adults. Courses are delivered in eight week sessions which meet once a week for four hours per class. Students are required to do additional work outside of the classroom and participate in supplemental online work to compensate for reduced class time. The MBA program is delivered through a cohort model, a format that features predetermined courses and location and a group of students who proceed through the same instructional sequence together. It contains multiple levels of study. The conceptual framework forms a solid foundation of business knowledge through the study of critical business issues. This contains courses such as Financial Accounting and Analysis and Managerial Economics. The next level of study is “depth,” which expands upon the strong framework by elevating critical thinking skills to the master’s level. This includes courses such as Managerial Accounting and Analysis and Macroeconomic Analysis. The third level, “breadth,” prepares the student to lead across an organization. It includes courses such as Management of Human Resources, Ethical Strategic Leadership, and Operations Management. The final level of study, the “concentration,” allows students to focus on their areas of interest. Concentrations available in these regions will include the School of Business Management and comprehensive MBA concentrations.

Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. Core competencies are identified for the program. Courses are aligned with competencies that have outcomes which are measured in a variety of ways, such as exams and individual and group projects. Specific content area assessments are imbedded throughout each course.

Program Assessment

Faculty is encouraged to use formative evaluations during the teaching of courses. Formative evaluations provide just-in-time feedback on the effectiveness of instruction. These are available online on the University intranet as well as on Blackboard, the University course management software system. At the conclusion of each course, students are given two opportunities to react to their academic experiences. One is an evaluation of the faculty member, and the other is a GAP (Gap Analysis Program) analysis, in which the students indicate how well each of the course objectives was met. Feedback on facilities and student services is collected several times during the program. Students are also given the chance to reflect on their program using an alumni survey that is sent to students one year and four years after program completion. Employers of graduates are surveyed one year after candidates complete their program. All survey information related to MBA candidates is centrally stored, aggregated, and distributed to faculty for data-driven decision making, including faculty retention and course content/learning outcome improvements.

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.

Instruction often takes place off-site at several different locations, including high schools, workplaces, and church facilities that are adequate for instruction. The support resources of Concordia University are sufficient to support the proposed program. The University's instructional technology team provides training workshops, individual tutorials, and technical support for faculty and staff both on and off-site. In addition to the campus collection available at the Klinck Library, the University provides substantial online resources, including searchable databases and full text documents. Library staff is available to assist students by telephone or email. The University participates in the I-Share catalog consortium of 65 Illinois academic and research libraries. Students are made aware of these services through an orientation, the Portal and handbook publications, as well as through course instructors and their advisors.

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.

Currently, a large percentage of the business-related courses in the MBA curriculum are taught by adjunct faculty with an MBA as their highest degree. However, the full-time faculty continues to grow in the College of Business, as the University has recently hired two additional professors. Both professors are in the dissertation phase of the doctoral program, and MBA courses have been incorporated into the professors' course loads. The University has also approved an additional full-time faculty hire in the College of Business, and the University will

be seeking a candidate with a terminal degree. Instructors hired without terminal degrees possess business backgrounds with senior/executive level management experience. The University requires them to have ten to 15 years experience in the subject matter in which they teach.

Fiscal and 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 program is consistent with existing programs offered at the University. Concordia University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operation for the proposed degree program. The University has been employing this delivery for off-site programs for several years and has submitted fiscal documents indicating the financial stability of such delivery.

Accreditation/Licensure

The University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. Neither accreditation nor licensure is required for the proposed program. However, the College of Business is in the early stages of seeking accreditation by the International Assembly of Collegiate Business Education (IACBE).

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 materials 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 Concordia University and its proposed degree program meets 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: Post Master's Certificate in Adult Nurse Practitioner in the West Suburban Region (Out of Region Authority)

Projected Enrollments: Lewis University has projected enrollments in the proposed certificate program to be five students per year.

Proposed Program Title: Post Master's Certificate in Family Nurse Practitioner in the West Suburban Region (Out of Region Authority)

Projected Enrollments: Lewis University has projected enrollments in the proposed certificate program to be five students per year.

Institutional Accreditation: Lewis University is accredited by The Higher Learning Commission (HLC) 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 and one School: 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 Post Master's Certificate in Adult Nurse Practitioner and the Post Master's Certificate in Family Nurse Practitioner, both in the West Suburban Region. Fall 2010 enrollment at the University was approximately 6,200 students, which included 4,300 undergraduate students and 1,900 graduate 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 Post Master's Certificate 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

For the proposed Post Master's Certificate programs in Adult Nurse Practitioner and Family Nurse Practitioner, admission requirements include official transcripts demonstrating graduation from an accredited National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) baccalaureate nursing program; official transcripts demonstrating graduation from an accredited (NLNAC or CCNE) master's degree in nursing program with a cumulative grade point average (GPA) of 3.2 or higher; a current curriculum vitae; and a copy of current license as a Registered Professional Nurse in the state in which the applicant resides. Additional admissions requirements for the Nurse Practitioner Certificate program include: official transcripts documenting applicant has earned a "C" or better in courses in anatomy, physiology, and pathophysiology; a three credit course in health assessment; a three credit course in pharmacology; three letters of recommendation; and one year minimum (two years preferred) of clinical experience as a Registered Professional Nurse with significant direct patient care responsibilities.

Curricula

Post Master's Certificate in Adult Nurse Practitioner

The Post Master's Certificate in Adult Nurse Practitioner program consists of 25 credits for the student. The required curriculum includes credits in the nurse practitioner core, including applied physiology/pathophysiology, health assessment for advanced nursing, and pharmacotherapeutics for advanced nursing practice. The curriculum also includes courses and practicum credits in the Adult Nurse Practitioner in community/primary care, adults and adolescents in primary care, and special populations.

Post Master's Certificate in Family Nurse Practitioner

The Post Master's Certificate in Family Nurse Practitioner program consists of 30 credits for the student. The required curriculum includes credits in the nurse practitioner core, including applied physiology/pathophysiology, health assessment for advanced nursing, pharmacotherapeutics for advanced nursing practice, and epidemiology. The curriculum also includes courses and practicum credits in the Adult Nurse Practitioner program in community/primary care, adults and adolescents in primary care, primary care across the lifespan, and women, infants, and children.

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. Students in the Post Master's Adult Nurse Practitioner and Family Nurse Practitioner certificate programs will be enrolled in the same coursework with the same faculty and will be required to meet the same outcomes as MSN degree-seeking students.

Program Assessment

Faculty members maintain responsibility for ongoing curriculum evaluation and revision as necessary. During informal discussions and regularly scheduled meetings, faculty address identified concerns regarding student performance in didactic and clinical courses, gaps or overlap in course content, and ongoing review of student experiences with clinical preceptors and clinical sites. Feedback from preceptors and employers is used to guide curriculum analysis and planning. As part of the formal process of program review, the lead faculty presents each course annually for review to the Nurse Practitioner Faculty Committee and subsequently to the Graduate Faculty Committee as a component of ongoing quality improvement. Data and findings from the annual curriculum review are analyzed by faculty in relation to accrediting body (Collegiate Commission on Nursing Education) requirements and professional standards in planning curriculum revision.

Facilities (space, equipment, instructional materials)

Criteria 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 adequate space, equipment, and instructional materials for the operation of the certificate programs. The University's Oak Brook location includes 11,500 square feet of recently renovated space within a multi-tenant office building, which is located at 2122 York Road in Oak Brook, Illinois. The space includes 11 classrooms, a student lounge, a computer lab, and faculty/staff offices and is designed to meet the high standard of adult facilities at other existing Lewis University campuses.

Faculty and Staff

Criteria 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.

In addition to the three nurse practitioner faculty with a regular faculty appointment who have earned doctoral degrees, Lewis University College of Nursing and Health Professions has hired two masters prepared faculty to comply with CCNE accreditation standards by assuring a "sufficient number of faculty with the necessary expertise to teach in the Nurse Practitioner program" who "maintain currency in clinical practice." These additional nurse practitioner faculty members are experts and are licensed in the appropriate specialty, but they do not hold doctoral degrees. Therefore, they work under the supervision of a nurse practitioner faculty member with a doctoral degree in nursing. In compliance with the College of Nursing and Health Professions Faculty Handbook, since these faculty members are in non-tenure track renewable term contracts, a personal evaluation of teaching competence will be made at least once annually by the appropriate program director or Dean. Typically included in this evaluation are student end-of-course evaluations, peer evaluations of classroom and clinical teaching, administrative evaluation of classroom and clinical teaching, and an annual report.

Fiscal and 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 certificate 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 certificate programs.

Accreditation/Licensure

The College of Nursing and Health Professions' basic professional program is approved by the Illinois Department of Professional Regulation, and all nursing programs, both graduate and undergraduate, are accredited by the CCNE. All nurse practitioner program graduates meet the eligibility criteria to sit for the American Nurses Credentialing Center (ANCC) Adult or Family Nurse Practitioner exams. All students must hold and maintain a valid RN license and are supervised by appropriately credentialed and licensed advanced practice clinicians in the state in which clinical practice hours are performed. At the completion of the certificate program, all students will hold a Certificate from the Lewis University College of Nursing and Health Professions in the chosen specialty (Adult Nurse Practitioner or Family Nurse Practitioner).

The nurse practitioner curriculum is built upon the American Association of Colleges of Nursing (AACN) and National Organization of Nurse Practitioner Faculty (NONPF) conceptual models for Advanced Practice Nursing. The Post Master's certificate curriculum model builds on the graduate nursing core from the MSN program, including the advanced practice nursing core and the specialty curriculum.

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 materials provided on the proposed Post Master's Certificate programs are 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 Lewis University and the proposed certificate 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.

Lindenwood University (MO) – Belleville Campus
2600 West Main Street
Belleville, Illinois 62226-6651
President: James D. Evans

Proposed Program Title: Bachelor of Arts in Accounting in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 15 students in the first year rising to approximately 24 students by its fifth year.

Proposed Program Title: Bachelor of Arts in English in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of ten students in the first year rising to approximately 60 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Finance in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of nine students in the first year rising to approximately 14 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Marketing in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 15 students in the first year rising to approximately 23 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Sport Management in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 17 students in the first year rising to approximately 26 students by its fifth year.

Proposed Program Title: Bachelor of Fine Arts in Acting in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 17 students in the first year rising to approximately 26 students by its fifth year.

Institutional Accreditation: Lindenwood University, founded in 1827, is a member of and/or accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools, the Accreditation Council for Business Schools and Programs (ACBSP), the Council on Social Work Education (CSWE), the Commission on Accreditation of Athletic Training Education (CAATE), the Missouri Department of Elementary and Secondary Education, and is fully endorsed by the Society for Human Resource Management (SHRM). Programmatically, Lindenwood University is a member of the Teacher Education Accreditation Council (TEAC) and the Council for Higher Education Accreditation (CHEA).

Background and History

Lindenwood University (the University), Missouri, and Belleville civic leaders came together to birth the Belleville Campus of Lindenwood University in 2001. Following key partnership agreements and state approval, the University took ownership of the former Belleville West High School Campus in 2003. That same year, the University launched Master of Arts degree programs in Education and Educational Administration. Other programs were launched

through the University's College for Individual Education (LCIE) program, which is an evening-based accelerated format designed for working adults. By 2004, the University had received approval to offer both Bachelor's and Master's degree programs in Business Administration, Human Resource Management, Corporate Communication, Criminal Justice, and Professional Counseling. In addition to strengthening its academic offerings, the University also engaged in an aggressive campus restoration campaign.

The University is seeking Board authorization to grant the Bachelor of Arts degrees in Accounting, English, Finance, Marketing, and Sport Management in the Southwestern Region and the Bachelor of Fine Arts degree in Acting, also in the Southwestern Region. The University's Fall 2010 enrollment was approximately 1,717 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.

According to the Lindenwood University Undergraduate Catalog for the 2010-2011 academic years, the University "offers values-centered programs leading to the development of the whole person - an educated, responsible citizen of a global community. The University is committed to providing an integrative liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning."

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

Generally, the standards of admission to Lindenwood University are selective, yet flexible. The University expects that a student's high school record should reflect study of English for four years and two or three years each of natural science, mathematics, and social studies. The University also recommends two years of study in a foreign language as well as some study in the areas of fine or performing arts. Applicants who are juniors or seniors in high school and are offered admission to Lindenwood University are admitted with the provision that all high school graduation requirements will be completed prior to class attendance at the University. A final transcript showing all grades must be submitted after high school graduation and must include the date of graduation.

In addition, the applicant must submit a personal résumé indicating community service, youth leadership, clubs, organizations, and non-academic experiences; a personal essay including why the prospective student wishes to further his/her education, his/her long-term goals, or a specific experience in his/her life; an official transcript indicating graduation from the last high school attended or home school program; and a copy of the student's General Education

Development (GED) Certificate in lieu of the high school transcript. Transfer students who have successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree may not be required to submit their high school transcript. Candidates who do not have a high school diploma or its recognized equivalent must achieve a passing score on an approved "ability to benefit" assessment test. Provisional admission to the University may be granted by the Dean of Admissions on the basis of facsimile copies of high school transcripts, American College Test (ACT)/Scholastic Assessment Test (SAT) scores, GED scores, and/or other University transcripts.

Curricula

Bachelor of Arts in Accounting

The Bachelor of Arts (B.A.) in Accounting degree allows the student the flexibility to meet the accounting and business requirements in order to sit for the Certified Public Accountant (CPA) exam or move on to the workforce in private industry upon graduation. Students will learn theoretical skills as well as practical applications used in the business world. The B.A. in Accounting is a 63 credit hour program. All students pursuing a degree offered by the business school are required to complete 36 credit hours of business core courses, consisting of accounting, economics, information technology, finance, management, marketing, and communication. In addition, there is a common business capstone course, Management Policy, taken during the student's last semester at Lindenwood University. In addition, two specified math courses must be successfully completed in fulfillment of the mathematics general education requirement for all candidates. Accounting students aspiring to become CPAs will be required to obtain 150 hours of college credit to meet the Uniform CPA Exam qualifications. Students wishing to meet these requirements should consult with a faculty advisor to discuss the options that are available.

Accounting students are then required to complete their degree by proving mastery in various accounting arenas, which includes financial accounting, accounting information systems, accounting reporting, cost accounting, income tax, and auditing. Students are then allowed the freedom to choose additional accounting fields in which to develop more specialized skills. These accounting specialization classes include cycle analysis, managerial, government, tax-exempt, and financial statements. In addition, accounting students are offered the opportunity to further develop their professional skills via internships.

Bachelor of Arts in English

The B.A. in English at Lindenwood University prepares students to use language both persuasively and creatively and to read, think, and write critically in any setting. According to the Department's catalog, graduates of the program are prepared to pursue a variety of professional objectives and career paths, including graduate school in literature and creative writing, law school, teaching at the secondary level, journalism, technical and business writing, copywriting, editing, and proofreading. The program is divided into two areas of specialization. There is the Bachelor of Arts in English with Literature Emphasis. It requires 42 hours. Students must complete both the General Education and Foreign Language requirements in addition to the 42 credit hours of coursework through the Department of English. There are eight required courses. There is also the Bachelor of Arts in English with Creative Writing Emphasis. It requires 39 credit hours. There are five required courses in this specialty plus 12 credit hours selected from a variety of English courses and 12 credit hours selected from literature electives. Students are also required to take two courses to fulfill their general education literature

requirements. They must also demonstrate proficiency in one foreign language equivalent to Lindenwood University's Intermediate II level. Those who have experience in a foreign language before enrolling at the University may have their proficiency tested by the Foreign Language Department to determine which courses, if any, they must take to fulfill the requirement. All English majors must meet the general requirements of at least 42 hours of 300 level courses, with the last 30 hours completed at Lindenwood University; must pass the Writing Proficiency Assessment; must successfully complete courses within the English major; and must successfully complete general education courses.

Bachelor of Arts in Finance

The B.A. in Finance is a 57 credit hour program. Its required courses include the B.A. in Business 36 credit hour core courses of accounting, economics, information technology, finance, management, marketing, and communication, in addition to the Management Policy capstone class, which is taken during the final semester at Lindenwood University. Finance majors are also required to take the two business specified math courses in fulfillment of the math general education requirement. The B.A. in Finance has three additional required courses: money and banking, corporate finance, and investments. Finance majors then select from one of three finance cores: corporate finance, financial services, or general finance, and must complete 12 additional credit hours in their chosen finance core area. If considering a specialization in corporate finance, a student would choose from financial accounting and reporting I and II, income tax, financial statement analysis, and corporate finance. If the chosen option is financial services, a student has the choices of income tax, consumer finance, investments, and risk and insurance. General finance is the third core area, where finance students have the options of financing business ventures, public finance, financial institute management, finance seminar, and international marketing.

The B.A. in Finance is a general liberal arts degree that prepares graduates for lifelong learning. The field's knowledge base regarding business and finance practices is pertinent to virtually all business careers at some level. Students with a Bachelor's degree in Finance commonly enter careers in the business fields of accounting, finance, and management. Finance majors sometimes pursue graduate study in a variety of fields, including management, leadership, law, and education.

Bachelor of Arts in Marketing

The B.A. in Marketing is a general liberal arts degree that prepares graduates for lifelong learning. The field's knowledge base regarding business and marketing practices is pertinent to virtually all business careers at some level. Students with a Bachelor's degree in Marketing commonly enter careers in the business fields of marketing and management. Marketing majors sometimes pursue graduate study in a variety of fields, including management, leadership, law, and education.

The B.A. in Marketing is a 60 credit hour program. All students pursuing a degree offered by the business school are required to complete 36 credit hours of business core courses consisting of: accounting, economics, information technology, finance, management, marketing, and communication. In addition, there is a common business capstone course, Management Policy, which is taken during the student's last semester at Lindenwood University. In addition, two specified math courses must be successfully completed in fulfillment of the mathematics general education requirement for all candidates.

Required courses include the business core courses and the following five marketing core courses: marketing information and research, pricing strategy and negotiation, advertising and promotion strategy, selling, and marketing management planning. In addition, students may then specialize in various marketing areas of their choice by choosing from three of the following ten courses: international marketing, supply chain management, relationship marketing, consumer behavior, retailing, retail buying, retail opportunities, merchandising control, event marketing, and sport marketing and promotion.

Bachelor of Arts in Sport Management

The B.A. in Sport Management is a general liberal arts degree that prepares graduates for life long learning. The field's knowledge base regarding business and sport management practices is pertinent to virtually all business careers at some level.

The B.A. in Sport Management is a 67 credit hour program, requiring completion of 17 core courses plus 15 credit hours of elective coursework selected from sport management and finance, organizational development and law, marketing, and communications. A declared sport management major would begin with a general business core of 27 credit hours encompassing accounting, economics, information technology, finance, management, marketing, and communication. Sport management majors would also complete the business math requirement, which fulfills the University's math general education requirement.

Sport Management majors then progress into a 27 credit hour required core sequence of courses consisting of event management, sport law, orientation to sport management, sport marketing and promotion, sport management policy, psychological and sociological aspects of physical education, organization and administration of health and physical education, and practicum experience.

The B.A. in Sport Management also requires 15 credit hours of elective coursework selected from the following courses, (and no more than six credit hours can be taken in any one of the following categories): accounting and finance, organization development and law, marketing, and communications.

Students with a Bachelor's degree in Sport Management commonly enter careers in the business fields of sport management, finance, and management. Sport Management majors sometimes pursue graduate study in a variety of fields, including management, leadership, law, and education.

Bachelor of Fine Arts in Acting

The Bachelor of Fine Arts (B.F.A.) in Acting is a 65 credit hour program designed to prepare students for entry into the professional theater as an actor. The B.F.A. comprises 11 core courses: acting I & II, introduction to technical theater, stage voice and movement, stage management, stage make-up, script analysis, directing, history of theater, senior seminar, and a senior project. Furthermore, two courses in dramatic literature are also required, which satisfies the University's literature general education requirement, as well as 12 credit hours of acting studio. Four progressive sections are also required in theater practicum (each one credit hour) for a total of four credit hours. Additional required course work consisting of 19 credit hours includes communication/video, dance, and music/voice.

Students in the B.F.A. program are required to attend mandatory assessment meetings with the theater faculty at the end of each semester. If a student's work is deemed to be deficient, the student may be put on probationary status in the acting program or may be asked to consider another major with the opportunity to re-audition into the program in the following semester or academic year. If necessary, it is recommended that full-time students pursuing the B.F.A. work no more than 15 hours per week in outside employment. Students must receive permission from the Department to work on a non-Departmental production in any capacity.

The B.F.A. in Acting is designed to help students attain an understanding of the technical, literary, performance, and historical elements of theater as a whole and acting as an area of emphasis. In addition, students are acquainted with the idea that theater is a microcosm of the liberal arts curriculum. The B.F.A. in Acting is consistent with the undergraduate curriculum guidelines promulgated in the Lindenwood University School of Fine and Performing Arts and with the objectives established for the Bachelor of Fine Arts in Acting by the National Association of Schools of Theater (NAST).

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. The three major forms of assessments include course-related assessment examinations, which are taken by students at various points of their academic careers. The assessment instruments vary from course to course. Comprehensive individual assessments, which are completed each semester, are where students are required to meet with their advisors to select courses. During these individual meetings, faculty members discuss each advisee's progression in the program and addresses any questions or concerns he or she may have regarding the student's training, performance, and/or academic work. Expectations for academic and major-specific success are outlined each year in a manual that is distributed to each student. Tracking student employment in the profession is the final method of assessing student success and is completed by tracking and documenting the off-campus opportunities students have to work and/or perform in their respective fields of endeavor.

The University's comprehensive academic assessment program plays an important role in making this happen by creating a culture of continuous improvement. The Lindenwood Comprehensive Academic Assessment Program (CAAP), which was created in the latter part of the 1991-1992 academic years, is a growing part of the University culture of learning and improvement. As it currently stands, CAAP embraces five areas: 1) General education; 2) Undergraduate majors and programs; 3) Graduate programs; 4) Extension campus sites; and 5) Non-academic components of the University's programs, which focuses on the following two areas: the residential life program, which affects students residing on campus and the campus life program in general, which affects all students, both residential and commuter. Faculty members in all areas stay current in their disciplines and understand the needs of the workforce. Surveys to employers are used to determine the skills and knowledge level of the students upon graduation and entrance into the work world. The University's students also attend undergraduate research symposiums and are able to network with students and faculty members, as well as guests at the conferences, to discuss the types of skills desired by employers. Finally, each student has an

academic advisor who is a full time professor. These professors take seriously the need to prepare their students for life beyond graduation.

Program Assessment

Lindenwood University has identified various measures to review the overall effectiveness of its programs. The 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 semester. 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 Lindenwood University - Belleville Campus. A visit to the campus revealed that the University houses spacious classrooms, computer laboratories, office spaces, and a library (still in an advanced stage of completion.) There is various construction and renovations currently taking place in and around the campus area, including several office spaces, gymnasias, science laboratories, a greenhouse, dormitories, cafeteria, sports facilities, a theater, and other proposed facilities. The University provides more than an adequate number of classrooms for all of its 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 from outside the campus area, plus an elaborate online library system. Each of the facilities is appropriate for their intended use. In addition, 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. The University's security system is adequate. With 26 armed uniformed officers and a fleet of non-armed personnel patrolling the campus all the time, in addition to many security/surveillance cameras, the facilities are free of crimes and violence often associated with higher institutions located in the heart of mid and large size cities.

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 a 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 and 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. Lindenwood 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 six proposed baccalaureate programs.

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 Lindenwood 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.

Northwest Suburban College of Basic and Allied Health Sciences

59999 New Wilke Road

Rolling Meadows, Illinois 60008

Chief Executive Officer: Mohammed T. AliNiaze

Proposed Program Title: Associate of Science in Biology in the North Suburban Region

Projected Enrollments: Northwest Suburban College of Basic and Allied Health Sciences projects enrollments of 25 students in the first year, rising to approximately 150 students by the third year.

Institutional Accreditation: Northwest Suburban College of Basic and Allied Health Sciences plans to seek accreditation with the Accrediting Council of Independent Colleges and Schools (ACICS).

Background and History

Northwest Suburban College of Basic and Allied Health Sciences (the College) is a not-for-profit entity originally founded in 2008. The College has been approved by the Illinois State Board of Education (ISBE) to offer certificate programs in healthcare fields including Massage Therapy, Medical Assistant, Pharmacy Technician, and Phlebotomy. The College was authorized to operate by the Board in October 2010.

Northwest Suburban College of Basic and Allied Health Sciences is seeking authorization to grant the Associate of Science in Biology at its campus in the North Suburban Region. The 2010 enrollment in the Allied Health certificate programs was 60 students, with 50 graduates by the end of the academic year.

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.

Northwest Suburban College of Basic and Allied Health Sciences was established “with the goal of providing healthcare-related education.” The mission of the College is “to establish a quality institution for professional and paraprofessional healthcare education, with an emphasis on the premedical sciences.” The College’s coursework is “designed to expand the students’ ability in a spectrum of life-long learning so that they can develop marketable skills while pursuing their educational goals.” The proposed approval is consistent with the purpose, goals, objectives, and mission of the College and its campus.

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 Northwest Suburban College of Basic and Allied Health Sciences must have a high school or General Education Development (GED) Certificate, must submit application materials, and must earn a minimum score on a standardized college entrance exam, or have a grade of “C” or better in English and Mathematics from an accredited institution.

Curriculum

The Associate of Science in Biology program is intended to prepare students for transfer into a related baccalaureate program or a baccalaureate pre-medicine program. The curriculum has been designed to mirror the first two years of a baccalaureate program at four-year institutions. The College is in the process of applying for a baccalaureate biology degree program with the Board, but believes that both an associate and baccalaureate degree option would be beneficial to students. The proposed course offerings are intended to provide a fundamental grounding in science and mathematics for students pursuing a future in biological sciences, medicine, or other healthcare fields. The program is 64 semester credit hours with coursework

including offerings in general education, with a special emphasis placed on the availability of Humanities courses in Middle Eastern History, Eastern Languages to include Arabic and Urdu/Hindi, and Health Science related core courses including Introduction to Biology, Cellular and Molecular Biology, Human Anatomy and Physiology, and Chemistry and Physics.

Assessment of Student Learning

Northwest Suburban College of Basic and Allied Health Sciences has established policies for assessment of student learning outcomes. Assessment of student learning is based on course, program, and institutional objectives. Faculty identify appropriate assessment and evaluation tools to measure student learning outcomes.

Program Assessment

The College has policies for program assessment. Institutional academic objectives and outcomes have been identified. The objectives state that “Students will be trained to communicate effectively, integrate modern technology into knowledge and its expression, become critical thinkers, work effectively with persons of diverse backgrounds and abilities, and demonstrate the behaviors of ethically and socially responsible citizens.” The assessment plan proposes annual reviews of data to modify offerings to meet developments in science and healthcare fields.

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 program will be offered at the existing campus of Northwest Suburban College of Basic and Allied Health Sciences. No additional facilities will be needed to accommodate program participants. The College will be operating out of two buildings of approximately 9,000 and 14,000 square feet. Northwest Suburban College of Basic and Allied Health Sciences has been approved for operation by the City of Rolling Meadows, and the building has satisfied the appropriate inspections. The first building has been equipped with four classrooms, one library, and four laboratories. All lecture rooms have blackboards, audio-visual equipment, access to the Internet, and can accommodate laptop computers and projectors for presentations. Currently, there are three laboratories: one for physical sciences and the other two for biological sciences. Library facilities and a budget for library expansion have been identified. The library currently has textbooks and laboratory manuals sufficient for supporting the proposed courses. The library will subscribe to Science, Bioscience, and Engineering journals. Additional books related to course offerings are also available. The College’s library will provide students with access to textbooks, periodicals, and online reference material. The College is awaiting Board approval to enter into official agreements with interlibrary loan partners.

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.

Northwest Suburban College of Basic and Allied Health Sciences has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the College. Faculty identified in the proposal are credentialed at the doctoral and master's level and have significant professional experience. The College adheres to a faculty credential requirement of a minimum of a master's degree in the field of instruction for general education courses. Additionally, the members of the College's governing Board of Regents are primarily physicians.

Fiscal and 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.

In its early stages, the College will be supported by Taskin, LLC, a real estate company owned by the AliNiazee family. The AliNiazee family controls the Corporate Board of Taskin Educational Organization (TEO), a philanthropic undertaking of Taskin, LLC. TEO operates Northwest Suburban College of Basic and Allied Health Sciences. Taskin, LLC will loan operating funds to TEO and will rent facilities to the College. The College will be run under the supervision of a Board of Regents, an autonomous group that operates the College. At present, the College is self-sufficient operationally, requiring much less support from Taskin, LLC.

Accreditation/Licensure

Northwest Suburban College of Basic and Allied Health Sciences plans to seek accreditation with the Accrediting Council of Independent Colleges and Schools (ACICS). The College will achieve candidate status with a United States Department of Education recognized accrediting body by the end of its second year of operation or Board revocation proceedings will be initiated. Plans must be progressing satisfactorily in order to be considered for future Board degree approvals.

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 materials provided in the proposal 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 Northwest Suburban College of Basic and Allied Health Sciences and its 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.

Olivet Nazarene University
One University Avenue
Bourbonnais, Illinois 60914
President: John C. Bowling

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

Projected Enrollments: Olivet Nazarene University projects enrollments of 12 students in the first year rising to 36 students by the fifth year.

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

Background and History

Olivet Nazarene University (the University) is a private, Christian, liberal arts University affiliated with the Church of the Nazarene and is located in the village of Bourbonnais, Illinois. The University was founded in 1909 and is currently authorized to offer selected off-campus programs in the Central, Chicago, Fox Valley, North Suburban, Prairie, South Metropolitan, and West Suburban Regions. Fall 2010 enrollment for the University totaled approximately 4,600 (2,600 undergraduate) students from more than 40 states and 20 countries, representing more than 46 religious denominations.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program must be consistent with what the degree program titles 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 proposed program is consistent with the University's mission to "provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity."

The objectives of this degree program are consistent with what its title implies. The program is designed for registered nurses who have earned either an Associate's degree in Nursing or a diploma in nursing and desire to advance their personal and professional goals. The University strives to provide a degree program that promotes mastery of learning outcomes and is designed to stimulate spiritual, personal and professional growth, and inspire lifelong learning.

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

Student applications will be collected at the off-site location and evaluated and processed at the home campus. Admission standards will be the same as those at the home campus location. Some of the admissions requirements include the successful applicant to possess an Associate's degree in Nursing from a regionally accredited institution or a diploma from a school for registered nurse education; to submit a copy of a current unrestricted RN license; to have a minimum cumulative grade point average (GPA) of 2.75; to demonstrate moral character consistent with attendance at a Christian university; and to possess ability and discipline to pursue rigorous college-level studies.

Curriculum

The coursework required for the Bachelor of Science in Nursing (BSN) in the Central Region mirrors the coursework required at the main campus in Bourbonnais, Illinois. Students are required to complete a total of 128 hours to earn the degree. The curriculum of the program is designed to provide the student with an integrated educational experience consisting of: a foundation of liberal arts/general education content areas relevant to nursing; values education relating to the mission of the institution and the application of a value system to real world work and personal situations; and a vertical sequencing of theory and application courses which will enable the student to deal effectively with complex healthcare situations. Content areas in the core include the role of the professional nurse in the healthcare system and a focus on the healthy continuum across the life span of clients which include individuals, families, and communities. Also included are such courses as health assessment, computers and healthcare; health law and ethics; individuals in life-threatening situations; group theory; crisis intervention in the management of dysfunctional families; healthcare in various cultures; management and leadership in nursing; and basic research methods. The University will use a hybrid delivery system where 51 percent of the courses will be on-ground at Advocate BroMenn Hospital and 49 percent conducted online through the learning platform Blackboard.

Assessment of Student Learning

The University's Department of Nursing has developed an extensive evaluation plan. Included in that evaluation are methods to assess student learning outcomes consistent with the mission of the University. Outcome criteria have been established for the nursing program utilizing the Commission on Collegiate Nurse Education (CCNE) criteria. These criteria focus on developing students' abilities in written, oral and nonverbal communication, and students' abilities to apply theory-based nursing interventions for individuals and aggregates. The outcome criteria also assess student satisfaction with the program, patterns of employment for graduates of the program, and employers' evaluations.

Program Assessment

Program review for the Bachelor of Science in Nursing is ongoing and includes student and faculty course evaluations, yearly review of components of the nursing program according to the Department of Nursing program evaluation plan, outcomes assessments, and site visits from the Illinois Department of Financial and Professional Regulation (IDFPR) and the CCNE. Responsibility for program review is vested in the nursing faculty. Curriculum changes must be approved by the nursing faculty and the Graduate Affairs Commission. The nursing program will be reviewed for accreditation in the Fall of 2011 by the CCNE and prior to that was granted a full ten years of approval.

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.

An important feature of the Bachelor of Science in Nursing program is to place the classroom facility in a location close to students' homes, workplaces, or travel patterns. Classes will be held in Advocate BroMenn Hospital in a conference style setting. The classroom will contain conference-style furniture appropriate to adult collaborative learning; teaching aids such as white boards, flip charts, overhead projectors and screens; DVD players and monitors; and lecterns. Other important characteristics of the facility include comfortable break areas, safe, well-lighted parking, and handicapped accessibility that meets or exceeds the standards set by the Americans with Disabilities Act (ADA). All facilities utilized by the University will be in compliance with any codes and ordinances appropriate to an educational facility.

The Benner Library (the Library) and Learning Resource Center on the main campus in Bourbonnais houses over 160,000 books and over 100,000 other items in various formats (government documents, video tapes, compact discs, microfilm, etc.) and subscribes to over 900 periodicals and collections. The computer system is used to help provide most services, including accessing holdings, periodical indexes, and databases. Students and faculty utilize online terminals for author, title, and subject searches of Library resources. Students enrolled in the off-campus BSN program will have access to Library resources via the Internet as well.

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.

There is a nursing faculty staff of ten in place to implement the program in the Central Region. Four of the ten are full-time faculty and all have Master's of Nursing degrees. All faculty members selected to teach in the program will possess appropriate advanced degrees and are required to hold licensure as a registered professional nurse in the State of Illinois. Students enrolled in the program will be assigned an advisor. Faculty evaluation is accomplished through self-evaluation, student evaluation, by the Director of Post-Licensure Programs, and by the Program Chair.

Fiscal and Personnel Resources

Criterion 1030.60(a)(7) provide 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.

Based on expected enrollments of 12 students in the first year of the program, the University expects revenue to exceed expenses in the first year and increase substantially by year three.

Accreditation/Licensure

The nursing programs at the University are accredited by the CCNE and by the Board of Nursing of the Department of Financial and Professional Regulation of the State of Illinois. The CCNE accreditation was granted for the maximum period of ten years with the next site visit scheduled for September 2011. Licensure is not an issue here as graduates of the RN completion track are required to be licensed registered nurses prior to admission to the program.

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.

Detailed admission and program descriptions submitted as part of the application provide information regarding University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion. The staff concludes that Olivet Nazarene University and its 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.

American InterContinental University Online
5550 Prairie Stone Parkway
Hoffman Estates, Illinois 60192
Chief Executive Officer: Steven Tober

Proposed Program Title: Associate of Arts in Business Administration in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 639 students per year.

Proposed Program Title: Associate of Arts in Visual Communication in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 150 students increasing to 300 students per year.

Proposed Program Title: Associate of Information Technology in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 30 students per year.

Proposed Program Title: Associate of Science in Criminal Justice in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 400 students per year.

Proposed Program Title: Bachelor of Accounting in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 100 students increasing to 300 students per year.

Proposed Program Title: Bachelor of Business Administration in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at 273 students per year.

Proposed Program Title: Bachelor of Fine Arts in Visual Communication in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at 285 students per year.

Proposed Program Title: Bachelor of Information Technology in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at 40 students per year.

Proposed Program Title: Bachelor of Science in Criminal Justice in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at 75 students per year.

Proposed Program Title: Master of Accounting in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 80 students increasing to 150 students per year.

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

Projected Enrollments: The proposal projects enrollments at 103 students per year.

Proposed Program Title: Master of Education in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at 29 students per year.

Proposed Program Title: Master of Information Technology in the North Suburban Region

Projected Enrollments: The proposal projects enrollments at ten students per year.

Proposed Program Title: Master of Science in Criminal Justice in the Fox Valley and North Suburban Regions

Projected Enrollments: The proposal projects enrollments at 180 students increasing to 315 students per year.

Institutional Accreditation: American Intercontinental University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools to award associate's, bachelor's, and master's degrees.

Background and History

The Illinois Board of Higher Education (IBHE) granted operating authority to American InterContinental University Online (AIU Online) effective June 1, 2001. AIU Online is the web-based virtual campus of American Intercontinental University (the University). AIU Online is the main campus, but the University also consists of "brick and mortar" campuses in Atlanta, Georgia; Houston, Texas; Weston, Florida; and London in the United Kingdom. AIU Online began operation in 2001 as part of the Atlanta-Buckhead Campus, which was then the University's main campus. In 2002, AIU Online was recognized as a separate campus operating in Hoffman Estates, Illinois, with three support admissions centers located in the Chicago metropolitan area and one in Beaverton, Oregon. All facilities provide appropriate environments to support students, AIU Online personnel, and general faculty needs. Some services are offered to AIU Online by the parent corporation, Career Education Corporation (CEC), through a services agreement.

AIU Online's Virtual Campus offers Associate's degrees in Business; Bachelor's degrees in Business, Visual Communication, Information Technology, and Criminal Justice; and Master's degrees in Business, Information Technology, and Education. In addition, the Virtual Campus offers students comprehensive support throughout their programs of study and after graduating, as provided by various departments and services including admissions, academic affairs, student affairs, financial services, career services, the library, technical support, and alumni affairs.

The current application reflects relocation to a new region of operations, thereby necessitating the certificate of approval and authorization to operate in the North Suburban Region. The University is in the process of transitioning its central office from 5550 Prairie Stone Parkway in Hoffman Estates, Illinois in the Fox Valley Region to 231 North Martingale Road in Schaumburg, Illinois in the North Suburban Region. In addition, a few new degrees will be offered through the new central office location needing only North Suburban approval. Fall 2009 enrollment for AIU Online was 26,630.

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.

American InterContinental University Online's stated mission is to provide for the varying educational needs of a culturally diverse and geographically dispersed student body with the goal of preparing students academically, personally, and professionally for successful careers. The proposed degree programs are consistent with the purpose, goals, objectives, and mission of the University and are appropriately titled.

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 undergraduate admissions process entails submission of a complete application, documentation of high school graduation or its equivalent, participation in an admissions interview, and, for non-native speakers of English, proof of English proficiency. For transfer students and/or adult learners, AIU Online may accept transfer credit from any United States institution accredited by an agency recognized by the United States Department of Education. Courses accepted in transfer must be relevant to the student's program of study and must be equivalent in content and outcomes to those of the AIU Online degree program.

For graduate admissions, University admissions personnel evaluate all graduate applicants on an individual basis and recommend as students those individuals who provide evidence of satisfactory potential for graduate study. To assist the admissions personnel in making informed decisions regarding the recommendation for acceptance to the University, applicants must submit an official undergraduate transcript verifying an earned baccalaureate degree from an accredited institution with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale and must participate in a qualitative admissions interview, which is required to assess a prospective student's interest, desire, and motivation to be successful in an advanced degree program of study.

Curricula

Associate of Arts in Business Administration

The Associate of Arts in Business Administration degree program is a 90 quarter credit program that combines general education requirements with business core classes to prepare graduates for careers in business and management. There have been no substantive changes with respect to program length, outcomes, or requirements since IBHE approved Requests for Modification PC 4, which changed the credit structure to 4.5 credits for each course and increased the general education requirement to 54 quarter credits. The current application only differs in that it removes the option for students to pursue a concentration.

Associate of Arts in Visual Communication

The Associate of Arts degree program in Visual Communication is designed to educate and to develop artistic and imaginative students for careers in the fields of commercial art and design. Emphasis is placed on the development of the thinking process and the ability to solve design problems creatively. Students can learn the principles, practical applications, and methodologies used in completing competent and creative design solutions.

Associate of Information Technology

The Associate of Information Technology is a 90 credit degree program designed to enable individuals with high school completion or its equivalent in order to pursue postsecondary education in this discipline. The Associate of Information Technology program will offer the opportunity for Bachelor of Information Technology (BIT) students to get an associate degree if they would like to leave early. The graduates meet the prerequisites for the upper division courses of BIT and can continue the study in the full Bachelor of Information Technology program if they return.

Associate of Science in Criminal Justice

The Associate of Science in Criminal Justice can prepare students to enter into the criminal justice profession in a variety of first-tier positions. Students of the program are exposed to the fundamental areas of the discipline: investigation and law enforcement, law and courts, and corrections and parole. The program also addresses juvenile delinquency and the juvenile justice system.

Bachelor of Accounting

The Bachelor of Accounting is a program designed to give students the knowledge, skills, and ability to hold jobs in the accounting field. The program culminates in a capstone experience from an accounting practice perspective.

Bachelor of Business Administration

The Bachelor of Business Administration degree program is a 180 quarter credit program that combines general education requirements with business core and specialization classes designed to prepare graduates to enter careers in business and management. There have been no substantive changes with respect to program length, outcomes, or requirements since IBHE approved Requests for Modifications PC 40, 41, and 42, which change the credit structure to 4.5 credits for each course and link the previously approved AABA with the BBA (2+2) to create a full BBA program. The current application only differs in that it reflects an updated list of specializations students may pursue and adjusts the mix of core versus specialization program courses.

Bachelor of Fine Arts in Visual Communication

The Bachelor of Fine Arts in Visual Communication degree program is a 180 quarter credit program that combines general education requirements with visual communication core and specialization classes designed to prepare graduates to enter careers in visual communications. There have been no substantive changes with respect to program length, outcomes, or requirements since IBHE approved Request for Modification PC 38, which changed

the credit structure to 4.5 credits for each course. The current application seeks to incorporate lower level general education and program courses to create a 180 quarter credit full Bachelor of Fine Arts in Visual Communication program with specializations.

Bachelor of Information Technology

The Bachelor of Information Technology degree program is a 180 quarter credit program that combines general education requirements with information technology core and specialization classes designed to prepare graduates to enter careers in information technology. There have been no substantive changes with respect to program length, outcomes, or requirements since IBHE approved Request for Modification PC 37, which changed the credit structure to 4.5 credits for each course. The current application seeks to incorporate lower level general education and program courses to create a 180 quarter credit full BIT program with specializations.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice degree program is a 180 quarter credit program that combines general education requirements with criminal justice core and specialization classes designed to prepare graduates to enter careers in protective services. There have been no substantive changes with respect to program length, outcomes, or requirements since IBHE approved Request for Modification PC 36, which changed the credit structure to 4.5 credits for each course. The current application seeks to incorporate lower level general education and program courses to create a 180 quarter credit full Bachelor of Science in Criminal Justice program with specializations.

Master of Accounting

The Master of Accounting degree program is a 60 credit degree program designed to enable holders of a Bachelor in Accounting to acquire a specialization in the accounting field in order to apply for senior jobs in this discipline. The program culminates in two courses that train the students for the American Institute of Certified Public Accountants (AICPA) exam.

Master of Business Administration

The Master of Business Administration is a 48 quarter credit program designed to provide students the knowledge, skills, and decision-making ability to accelerate their careers in the fields of business or management. The program culminates in a capstone experience from a business research perspective. While program outcomes have been slightly revised and updated, program length and other requirements are essentially the same as when it was originally approved.

Master of Education

The Master of Education is a 48 quarter credit program designed to prepare graduates for career progression. While program outcomes have been slightly revised and updated, program length and other requirements are essentially the same as when it was originally approved. The program title has been shortened from Master of Education in Instructional Technology, and program outcomes have been slightly revised and updated, but program length and other requirements are essentially the same as when it was originally approved.

Master of Information Technology

The Master of Information Technology is a 48 quarter credit program designed to prepare graduates for career progression. While program outcomes have been slightly revised and updated, program length and other requirements are essentially the same as when it was originally approved. The University continues to employ sufficient numbers of appropriately qualified full- and part-time faculty to support the program and regularly updates and expands learning resources and material to address program requirements.

Master of Science in Criminal Justice

The Master of Science in Criminal Justice program is designed to serve the needs of professionals currently working in the criminal justice system or related agencies and pre-service students pursuing a graduate degree in criminal justice. Students will obtain the knowledge and skills to enhance their performance in current positions and/or prepare them for career advancement. The program offers advanced courses in the areas of criminology and criminal justice, criminal justice administration, criminal justice policy and evaluation, research methods and statistics, cyber-crime technology, and Homeland Security. Students can select a concentration in Cyber-Crime Technology, Homeland Security, and Criminal Justice Administration.

Assessment of Student Learning

American Intercontinental University Online has established policies for the assessment of student learning. All courses across the University now include a common assessment activity that allow faculty to more accurately assess and compare student achievement of course learning outcomes across course sections and across each campus of the University. This practice is designed to enhance the assessment of student learning relative to program outcomes and to ensure quality across the multiple course delivery platforms offered by the University.

Program Assessment

Assessment of the program learning outcomes is the primary focus for measuring educational effectiveness in each degree program offered by the University. Each academic program has identified clearly articulated student learning outcomes at both course and program levels. A learning outcome is a specific, measurable statement that describes intended or expected results. These outcomes represent what the graduate is expected to know, to think, or to be able to do. Assessment of the major involves a five-step process.

Each year, the campus Program Chair prepares an Annual Assessment Plan. The plan incorporates the evaluation of strategic initiatives for the program as well as the assessment of student learning outcomes. Assessment methods, success criteria, and a schedule of assessment activities are identified, along with a plan for documentation, dissemination, and distribution of assessment results. Program assessment activity is reported biannually (at mid-year and after year-end) using standardized report templates provided by the University's administration. While not all assessments are conducted each term, academic leaders identify assessments to be conducted quarterly, and report the appropriate results and use of results for improvement.

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.

American Intercontinental University Online has adequate space, equipment, and instructional materials for the operation of the programs. Educational programs are presented via Internet access to the Virtual Campus, a proprietary classroom and platform. Enhancements to the Virtual Campus learning platform have improved student access to learning content and have increased their ability to collaborate with each other as well as faculty and staff.

The University's library offers physical and online access to resources including 2,220 selected web resources and 28 licensed article and book databases, comprising a collection of 11,265 books and articles and reports from 74,626 journals, magazines, newspapers, and other content providers. Resources specific to accounting include 46 eBooks on accounting topics, ten reports on data security and Sarbanes Oxley, and 282 full-text accounting journals, in addition to more than 5,000 business journals. These are in addition to external resources that students may be directed to by faculty and library staff. Usage of library resources is monitored through statistical reports provided by database vendors and by self-reported use of each collection on end-of-course student surveys administered each term. Use of the entire site, including other in-house resources such as the library classroom, research guides, and other materials, is monitored by web support. Other services offered and tracked are the library classes, tours, and reference transaction counts. Library staff at all campuses track usage of library resources and monitor traffic to ensure adequate service to all users.

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.

American Intercontinental University Online has policies in place to ensure that faculty and staff possess the training, credentials, and other related qualifications to provide instruction. AIU Online will comply with the requirement that faculty have a degree in the appropriate field of instruction at least one level higher than the program in which they teach.

Fiscal and 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 American Intercontinental University Online. The 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

American Intercontinental University Online is accredited by the HLC of the NCA of Colleges and Schools to award Associate's, Bachelor's, and Master's degrees. The Associate of Arts in Business Administration, Bachelor of Business, and Master of Business Administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Master of Education is in candidacy status with the Teacher Education Accreditation Council (TEAC). No licensure is required for the proposed programs.

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.

American Intercontinental University Online's Catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed programs is in keeping with the other programs offered by American Intercontinental University Online. 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 American Intercontinental University Online 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Adler School of Professional Psychology Authorization to Grant the Master of Arts in Counseling Psychology: School Counseling 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 Chicago School of Professional Psychology Authorization to Grant the Master of Arts in Counseling Psychology 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 Concordia University Authorization to Grant the Master of Business Administration in the Chicago and North Suburban Regions 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 Lewis University Authorization to Grant the Post Master's Certificate in Adult Nurse Practitioner and the Post Master's Certificate in Family Nurse Practitioner in the West Suburban 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 Lindenwood University – Belleville Campus Authorization to Grant the Bachelor of Arts in Accounting, the Bachelor of Arts in English, the Bachelor of Arts in Finance, the Bachelor of Arts in Marketing, the Bachelor of Arts in Sport Management, and the Bachelor of Fine Arts in Acting in the Southwestern 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 Northwest Suburban College of Basic and Allied Health Sciences Authorization to Grant the Associate of Science in Biology 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 Olivet Nazarene University Authorization to Grant the Bachelor of Science in Nursing in the Central 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 this authorization is granted.

The Illinois Board of Higher Education hereby grants to American Intercontinental University Online Authorization to Grant the Associate of Arts in Business Administration, the Associate of Arts in Visual Communication, the Associate of Information Technology, the Associate of Science in Criminal Justice, and the Bachelor of Accounting in the Fox Valley and North Suburban Regions; the Bachelor of Business Administration, the Bachelor of Fine Arts in Visual Communication, the Bachelor of Information Technology, and the Bachelor of Science in Criminal Justice in the North Suburban Region; the Master of Accounting in the Fox Valley and North Suburban Regions; the Master of Business Administration, the Master of Education, and the Master of Information Technology in the North Suburban Region; and the Master of Science in Criminal Justice in the Fox Valley and North Suburban Regions 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.