

**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:

Concordia University (Out of Region Authority)

- Bachelor of Arts in Organizational Management in the South Metropolitan Region
- Master of Arts in Curriculum and Instruction in the Chicago and South Metropolitan Regions
- Master of Arts in Educational Technology in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions
- Master of Arts in Gerontology in the Chicago and North Suburban Regions
- Master of Arts in Reading Education in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions
- Master of Arts in School Counseling in the Chicago, Fox Valley, and South Metropolitan Regions
- Master of Arts in School Leadership in the Chicago and South Metropolitan Regions
- Master of Arts in Teaching in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions

Morthland College

- Bachelor of Arts in Biblical Studies in the Southern Region
- Bachelor of Arts in Classics in the Southern Region

For-Profit:

Rasmussen College

- Associate of Applied Science in Professional Nursing in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Accounting in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Criminal Justice in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Digital Design and Animation in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Game and Simulation Programming in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Health Information Management in the Fox Valley and South Metropolitan Regions
- Bachelor of Science in Healthcare Management in the Fox Valley and South Metropolitan Regions

Sanford-Brown College – Hillside Campus

- Associate of Applied Science in Veterinary Technology in the West Suburban Region

Sanford-Brown College – Skokie Campus

- Associate of Applied Science in Health Information Technology in the North Suburban Region
- Associate of Applied Science in Surgical Technology in the North Suburban Region

The Illinois Institute of Art – Schaumburg Campus

- Associate of Applied Science in Fashion Merchandising in the North Suburban Region
- Associate of Applied Science in Hospitality Management in the North Suburban Region
- Bachelor of Fine Arts in Illustration and Design in the North Suburban Region

Tribeca Flashpoint Media Arts Academy

- Associate of Applied Science in Design and Visual Communication in the Chicago Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

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

Proposed Program Title: Bachelor of Arts in Organizational Management in the South Metropolitan Region (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in Curriculum and Instruction in the Chicago and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in Educational Technology in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

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

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in Reading Education in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in School Counseling in the Chicago, Fox Valley, and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in School Leadership in the Chicago and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Proposed Program Title: Master of Arts in Teaching in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions (Out of Region Authority)

Projected Enrollments: The proposal projects cohort enrollments of approximately 15 students for each site.

Institutional Accreditation: Concordia University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has programmatic accreditation from the National Council for Accreditation of Teacher Education (NCATE).

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.

Concordia University is seeking out of region degree granting approval for the Bachelor of Arts (B.A.) in Organizational Management in the South Metropolitan Region, the Master of Arts (M.A.) in Curriculum and Instruction in the Chicago and South Metropolitan Regions, the Master of Arts (M.A.) in Educational Technology in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, the Master of Arts (M.A.) in Gerontology in the Chicago and North Suburban Regions, the Master of Arts (M.A.) in Reading Education in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, the Master of Arts (M.A.) in School Counseling in the Chicago, Fox Valley, and South Metropolitan Regions, the Master of Arts (M.A.) in School Leadership in the Chicago and South Metropolitan Regions, and the Master of Arts (M.A.) in Teaching in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions. The University offers these programs on its main campus and also in multiple sites in the Chicago Metropolitan area. 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 programs adhere to the mission of Concordia 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 must submit proof of a valid, current Illinois teaching certificate. For consideration of admission to the undergraduate program, the applicant must submit the following: a completed application for admission to the Accelerated Degree-

Completion Program for Adults, documentation of two years of full-time work experience outside the home, official transcripts from all colleges or universities attended with at least a 2.0 cumulative GPA on a 4.0 scale, and if fewer than 15 semester hours of credit, or if the student has not completed one semester at full-time status, a final high school transcript with graduation date must be provided.

Curricula

The delivery of the off-campus programs 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 Education Unit's conceptual framework indicates "the education programs of Concordia University prepare candidates to demonstrate professional integrity, competence, and leadership to those they teach and serve." The off campus graduate education programs are offered in an accelerated cohort format intended for working teachers.

Bachelor of Arts in Organizational Management

The degree program "gives the adult learner the opportunity to understand business functions within the context of an organization from a variety of industry perspectives brought to the classroom by faculty and other students." The program totals 128 hours consisting of 37 general education hours, nine mission specific hours, five program specific hours, and the remainder in the major. Core courses include: Concepts of Adult Learning, Business Technology, Group and Organizational Dynamics, Organizational Communication, Managerial Accounting, Systems Approach to Organizational Change, Research Design and Methodology, Principles of Management, Managerial Marketing, Human Resource Management, Personal Values and Organizational Ethics, and Senior Project I, II, and III.

Master of Arts in Curriculum and Instruction

The program is "directed toward the preparation of master classroom teachers" and is intended to address "the need for teachers to take a leadership role in developing the curricula for their programs, schools, and districts." Students must complete 30 semester hours of coursework with a cumulative GPA of 3.0 or higher, including the following required courses: Ethics and Foundations of American Education; Curriculum Construction; Contemporary Issues in Curriculum and Practice; Teacher as Practitioner; Socially, Culturally, & Linguistically Diverse Students; Teacher as Leader; Special Education Curriculum and Pedagogy; Action Research; Seminar in Reflective Practice; and Studies in Literacy and Multiliteracies. Students can concentrate in English as a Second Language (ESL) by taking the following concentration courses: Theoretical Foundation for Teaching Bilingual Students; Languages and Linguistics; Teaching ESL; Methods and Materials for Teaching Limited English Proficiency; Assessment of Bilingual Students; and Cross Cultural Studies. Students must also complete the Master's Capstone Experience course culminating in a paper demonstrating understanding of and the ability to apply content and theory. Graduates of the ESL strand are eligible to sit for the Illinois State Board (ISBE) of Education ESL endorsement.

Master of Arts in Educational Technology

The degree program “is designed to assist teachers in engaging students, professional colleagues, and school/district communities in learning through planning, implementing, and assessing technology-based learning experiences, developing a technology enhanced curriculum, utilizing and engaging in action and primary research, integrating data driven decision making to guide professional practice, and leading change.” Further, the program is intended to “provide K-12 classroom teachers with the knowledge and skills to effectively implement current technologies to improve student learning.” The program is offered in a cohort format totaling 33 semester hours of required courses including: Curriculum Construction, Integrating Technology Across the Curriculum, Foundations and Ethics in American Education, Critical Education Practice and the Internet, Using Technology to Build Learning Communities, Visual Literacy in the Classroom, Technology for Effective Decision Making in Teaching & Learning Examination, Trends and Future of Technology in Education, Action Research for Practitioners, Educational Technology Leadership, and Applied Project in Educational Technology.

Master of Arts in Gerontology

The degree program “is designed to prepare students for a career in gerontology.” The program is “based on the conceptual learning guidelines proposed by the Association for Gerontology in Higher Education (AGHE).” The program is offered in a cohort format of required courses including: Death & Dying; Public Policies & Aging; Developmental Psychology: Adulthood; Social Gerontology; Social Services for the Elderly; Methods of Evaluation Research; Ethical Issues in the Helping Professions; Diversity in Aging; Social Work Methods; Practicum; Seminar in Gerontology; and a Capstone. The 170 hour practicum takes place in a closely supervised environment approved by the Department Chair that is congruent with the student’s future goals. The capstone experience consists of three primary components: assigned readings from the student’s Capstone Committee; a written examination based on the readings; and an oral hearing with the committee based on the written examination and the readings.

Master of Arts in Reading Education

The program prepares educators for reading specialist certification (Type 10). To be eligible for the Illinois Standard Special Certificate in reading (K-12), students must complete the Reading Education Program, pass all State of Illinois examinations, successfully complete two years of teaching experience, and complete the Capstone Experience. Graduates must have a cumulative GPA of 3.0 or higher for all program coursework. Program course prerequisites include a course in Children’s Literature or its equivalent and Psychology and Methods of Teaching the Exceptional Learner or its equivalent. The program consists of 30 hours of required courses including: Beginning Reading Instruction; Studies in Elementary School Reading; Diagnosis of Reading Problems; Remediation of Reading Problems; Content Reading in Middle and Secondary Schools; Practicum in Reading Instruction; Practicum in Remedial Reading; Research in Language and Reading Theory; Research in Children’s Literature; Roles, Relationships, and Ethics of the Reading Professional; and the Master’s Capstone Experience. The Master’s Capstone involves development of a Standards-Based Portfolio and Oral Defense for Type 10 (Reading).

Master of Arts in School Counseling

The program is designed to prepare graduates to work as school counselors in elementary, middle school, or high school. The program meets certification requirements of the State of Illinois and accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program graduates are eligible to apply for certification (Type 73) as a school counselor in Illinois and to sit for the licensing examination as a Licensed Professional Counselor. There are two tracks in the program: one for those who already have a valid Illinois teaching certificate and another for those who do not. Students are required to complete the following courses with a cumulative GPA of 3.0 or higher: Counseling and Human Development; Multi-Cultural Counseling; Counseling Skills; Counseling Theory and Practice; Group Counseling; Career Counseling; Assessment Techniques; Research in Education; Research in Psychology; Methods of Evaluation Research; Introduction to the Counseling Profession; Practicum in School Counseling; Internship in School Counseling; School Counseling: Program Development and Organization; Counseling and Consulting in the Schools; The Christian in Society; Ethical Issues in the Helping Professions; and the Capstone Experience. Graduates must complete 100 practicum clock hours and 600 internship clock hours.

Master of Arts in School Leadership

The program “prepares educators for school leadership responsibility.” Upon completion of the program, students who have at least two years of teaching experience in an Illinois State Board of Education recognized institution are eligible for the Illinois State Administrative Certificate (Type 75). Graduates are required to complete the 30 credit hours of School Leadership coursework with a cumulative GPA of 3.0 or higher for all program coursework, complete a year-long internship and a capstone Implementation Project, and have two years of teaching experience. Courses include the following: Research in Education; Supervision and Improvement of Instruction; School Evaluation and Change Processes; Instructional Leadership; School Finance and Business Management; School Organization and Human Resources; School Law; Ethics of School Leadership; and School Leadership: Internship I and II.

Master of Arts in Teaching

Program graduates are eligible to apply for an Initial Elementary Teaching Certificate (Type 03) through the Illinois State Board of Education. Students are required to pass the Illinois Basic Skills Test, either before entering the program or during the first term of study. Students who do not pass will be advised regarding coursework necessary to address any deficiencies before continuing the program. Graduates are required to complete a minimum of 39 semester hours of coursework with a cumulative GPA of 3.0 or higher for all program coursework, the Master’s Capstone Experience, and 100 clinical hours. Courses include the following: Psychology and Methods of Teaching the Exceptional Learner; Curriculum and Methods for Teaching Elementary and Middle School Art, Music, and PE; Research in Education; Teaching of Reading; Standards Based Education; History of the American Educational Experience; Ethics of School Leadership; Teaching Science and Mathematics in the Elementary Classroom; Classroom Management and Assessment; and Student Teaching: Elementary Education.

Assessment of Student Learning

Concordia University has established policies for assessment of student learning outcomes. Core competencies are identified for the programs. Courses are aligned with competencies that have outcomes which are measured in a variety of ways such as exams, advanced seminar end projects, and theses. Common course embedded formative and summative assessments are employed providing performance indicators for each course objective. Each student will complete an electronic portfolio documenting successful completion of the learning outcomes required for graduation from the education programs. Comprehensive exams and a dissertation demonstrating the acquisition of competencies are required for all doctoral program graduates.

Program Assessment

Concordia University has established policies for program assessment. The extended program delivery and reliance on adjunct faculty are facilitated through structural integration processes. Under the direction of the Dean of the College, Assistant Deans, Department Chairs, and Program Leaders programs are continually evaluated using a variety of methods. Continuous course alignment adheres to common standards, particularly for NCATE approved programs. Common course syllabi for all instructors (full-time and part-time) are employed to ensure accountability of content. Ongoing professional development for all full-time and part-time instructors is provided by Department Chairs, program leaders, and exemplary faculty. Mentoring occurs for new faculty through common course meetings to facilitate clear and ongoing communication of curriculum, instruction, and assessments pertinent for each course. Monthly Department meetings discuss best practices in each program area and ways for continuous improvement. Each August, an entire day of faculty development is dedicated to faculty growth for full-time and part-time faculty, as well as for program ambassadors. Program evaluation for each degree program is achieved through standards based measurement completed by each full-time and part-time instructor for NCATE identified courses. Faculty evaluations, which are accessible to individual faculty members and Department Chairs, are completed by each student in each course. A Quality Assurance Committee meets on an ongoing basis with the Dean to garner faculty input on ways to continuously improve programs and systems.

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 high schools 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.

Concordia University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University adheres to a faculty credential hiring requirement of a doctoral degree for faculty in the proposed graduate programs. The University has submitted documents indicating that its average student to faculty ratios for the proposed programs is 14:1.

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. Concordia University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operation for the proposed degree programs. 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 of Colleges and Schools. The University has specialized Education accreditation through the National Council for Accreditation of Teacher Education at both the initial and advance levels. The University's M.A. in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. Students completing the M.A. in Reading Education program will be eligible to take the appropriate Illinois State Board of Education examinations to earn the Reading Specialist Certification (Type 10). Students completing the M.A. in School Counseling will be eligible for the School Service Personnel School Counselor Certificate (Type 73). Students completing the M.A. in School Leadership will be eligible for the General Administrative Certificate (Type 75). Students completing the M.A. in Teaching will be eligible for Initial Elementary Education Certification (Type 03).

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 Concordia University 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 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 programs proposed in the above item 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.

Morthland College
11057 Country Club Road
West Frankfort, Illinois 62896
President: Timothy Morthland

Proposed Program Title: Bachelor of Arts in Biblical Studies in the Southern Region

Projected Enrollments: Morthland College has projected Fall enrollments in the Bachelor of Arts in Biblical Studies program will grow from 30 students in the first year to 130 students in the fifth year.

Proposed Program Title: Bachelor of Arts in Classics in the Southern Region

Projected Enrollments: Morthland College has projected Fall enrollments in the Bachelor of Arts in Classics program will grow from 10 students in the first year to 50 students in the fifth year.

Institutional Accreditation: Morthland College is seeking institutional accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. For its biblical and theological programs, it has developed an institutional accreditation plan with the Association for Biblical Higher Education (ABHE) and has held preliminary meetings at its campus in West Frankfort with the ABHE Director of Accreditation.

Background

Morthland College (the College) is a private, not-for-profit, postsecondary College with specialized interest in faith-based education for its immediate community. On March 29, 2009, 70 community members met in West Frankfort, Illinois to initiate the effort of starting a post-secondary College with a Christian foundation. The group reasoned that the region had no such College, and thus, concluded the need was very real for such an institution of higher learning. In May 2009, a steering committee was formed, and it began to lay plans for founding a liberal arts College that would offer a broad spectrum of traditional degrees. The steering committee also has presented plans indicating that it will adhere to Illinois Board of Higher Education (IBHE) mandates, seek accreditation from a Council for Higher Education Accreditation (CHEA) and United States Department of Education recognized accreditation body (such as HLC), adhere to the Illinois Articulation Initiative (IAI), and seek articulation agreements with neighboring colleges. In August 2009, Articles of Incorporation as a not-for-profit College were filed with the State of Illinois and with the Recorder of Deeds in the County of Franklin. The College was

approved to operate by the IBHE in October 2010. Once given degree granting authority, the University will begin the journey toward accreditation with the HLC.

The College is seeking authorization to grant the degrees of Bachelor of Arts in Biblical Studies and Bachelor of Arts in Classics. The College's projected enrollment figure currently stands at 20 students with enrollment increasing by the beginning of the Fall semester.

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 degree programs are consistent with the mission of Morthland College. The mission of Morthland College is to provide a premier liberal arts education to a diversity of learners within a setting committed to faith, wisdom, tradition, and heritage. The College is faith-based and interdenominational. Its founders expressed their embrace of wisdom by forming a community of scholars who affirmed their core values and have continued to engage in academic discourse.

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

Admissions to all proposed undergraduate programs at Morthland College are open to all high school, or home school graduates or individuals with a General Educational Development (GED) Certificate, subject to meeting high school requirements and scoring a minimum of 20 on the American College Test (ACT). Transfer students from other post-secondary institutions who meet criteria set forth by the College are also considered for admission. Students who wish to enroll part-time in order to take coursework at the College must send their high school or home school transcripts; take the COMPASS or ASSET test (arranged by the College); and submit a letter from their parents or legal guardian granting the student permission to attend the College. Re-entering students are subject to the same admission criteria as other students at the time of admission. Students may be granted provisional admission status upon review by the Admission Committee if their academic record from high school and/or their placement testing suggests their candidacy for completing the program to be a risk.

Curricula

Bachelor of Arts in Biblical Studies

The program of study leading to a Bachelor of Arts (B.A.) in Biblical Studies is designed to give the student a broad and thorough understanding of the Bible within historical, philosophical, literary, theological, and doctrinal paradigms. Graduates will demonstrate the following competencies: 1) a broad understanding of the Bible historically, theologically, and doctrinally, with an overarching appreciation of the Great Commission; 2) extensive competency in writing, reading, critical analysis, and synthesis that leads to a senior thesis; 3) a Christian world view from which modern times may be interpreted; 4) application of Greek and Hebrew languages relative to the biblical text; and 5) professional competency in ministry formation (for the ministry track). Two tracks are available in this major, both leading to a B.A. in Biblical Studies. The traditional track provides significant exposure to the biblical text with limited ministry formation experience. The ministry track provides for significant ministry formation training and prepares the student for leadership in a church. Since Morthland College is interdenominational, students will engage with a denomination of choice during years 3 and 4 through field experiences. In this way, doctrinal influences may be garnered within the field and will prepare them for leadership roles in specific church bodies.

Bachelor of Arts in Classics

The Bachelor of Arts (B.A.) in Classics program provides a broad and general education in biblical literature, the sciences, arts, English literature, history, and linguistics. In general, it is thought to be a very demanding and scholarly major, as the student must integrate multiple disciplines and apply that knowledge in a modern context. Graduates with a major in Classics will demonstrate competencies in a broad understanding of history, literature, philosophy, classical languages (especially Greek, Hebrew, and Latin), and civilization, and how these disciplines relate to a modern society. They will also demonstrate extensive competency in writing, reading, critical analysis, synthesis (culminating in a senior thesis), and knowledge of the Christian worldview of these broad disciplines. The introduction of languages in this program provides a forum wherein many literary works will be read in their native language. For instance, New Testament writings, as well as early Christian hymns, lives of Plutarch, and the Odyssey will be exposed in Greek. Documents like Jerome's vulgate, Meditations of Marcus Aurelius, Bacon, Confessions of St. Augustine, and Cicero, to name a few, will be viewed in their Latin forms. The degree culminates in a senior thesis wherein the student's historical, philosophical, and sociological perspectives are integrated through the lens of a Christian worldview. Within the thesis, the student will also demonstrate competency in the classical languages. It is assumed that students completing this scholarly degree will likely pursue graduate studies or pursue professions like law.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Morthland is committed to providing critical and objective assessment of its students and their learning. The College requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The College requires that all courses include comprehensive evaluations. Basic skills, content area, and in some cases, assessment of professional teaching exams, are a part of the process of assessing student learning. Course objectives are evaluated through tests, labs, projects, assignments, and other established assessment measures within each course.

Program Assessment

The College has established policies for its program assessment. It has constructed an institutional assessment plan and paradigm showing the interface between Morthland College's conceptual framework and those of its various proposed accrediting authorities. For instance, it has proposed that the College's curriculum development will be handled by a curriculum committee comprised of program chairs and instructors from the various programs and departments. This process will be managed by the Board of Trustees, which has charged the President of Morthland College with forming a continuous institutional assessment process. This institution-wide continuous process will be led by an Assessment Committee (the Committee) of dedicated professionals, chaired by the Coordinator of Institutional Assessment. The Committee will oversee, monitor, and report assessments of institution-wide projects. The Program Assessment Committee will participate and assist in the review process of plans and results. The review will be formal. It will include an evaluation of compliance with criteria in the review document and will include feedback to College members. The reporting will be presented to the Coordinator of Assessment and other Committee members.

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.

Morthland College has identified locations at 210 East Main Street and 900 North Cherry in West Frankfort, Illinois. The College has also submitted documents to support completion of various facilities for the College's classrooms, laboratories, learning resource center, student lounge, and administrative offices. All facilities are in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health, and they fully accommodate the needs of individuals with disabilities. They also carry liability insurance and a workers' compensation policy. Laboratory, software, and hardware requirements for the anticipated programs have been identified and resources have been allocated to obtain and maintain them. Classes will also be held in the administrative offices in their conference rooms. The College has an agreement to use the West Frankfort Library (the Library), which has been leased through a cooperative agreement with the College. The Library meets Americans with Disabilities Act (ADA) standards and will be used for a study area, some lectures, computer lab access, and access to all Library instructional materials. The Library is within close proximity of other facilities identified by the College. In addition to the Library's holdings, Morthland College has purchased online journal access to Wilson Select, which is available to its students, faculty, and administration through the College's website.

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 College has policies in place to 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 College. The College requires a master's or doctorate degree for all instructors. A faculty-student ratio is anticipated to be one to five, while its classroom size is about 25 students to one faculty member. As it currently stands, Morthland

College is host to a faculty with fifteen Ph.D.s, J.D.s, M.D.s, or others at the doctoral level, as well as 21 at the master's degree level. This represents a 42 percent doctoral level representation and a 58 percent master's level distribution. Numerous faculty have published books and scholarly articles in their field of specialty.

Fiscal/Personnel Resources

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

According to the College's President, "In its first year of operation in preparation for classes to begin in the Fall of 2011, Morthland College has secured nearly \$700,000 in fiscal support for the new College. This represents greater than a 50 percent subsidy of its year one budget before receipt of tuition revenues and is a percentage commensurate or above state funding subsidy of public college annual budgets." The Trustees of Morthland College have formed the Morthland College Foundation and have placed its members. The Trustees believe this initiative will double their fiscal position over the next 12 months. The College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the third year of operations for the proposed degree programs.

Accreditation/Licensure

Morthland College is seeking accreditation from the HLC. The College has hired an Officer of Institutional Assessment and Accreditation who has already established the conceptual framework for assessment and accreditation. The College's plans are progressing satisfactorily, and they have been given the assurance of achieving candidate status by the end of its second year of operation. In addition, for its anticipated Biblical and Theological programs, the College has developed an institutional accreditation plan with the Association for Biblical Higher Education (ABHE).

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.

Morthland College's catalog provides accurate information regarding the College'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 the College. It identifies objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Morthland College and its 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.

Rasmussen College
Twin Cities Office
8550 Hudson Boulevard North
Suite 110
Lake Elmo, Minnesota 55042
Chief Executive Officer: Kristi A. Waite

Proposed Program Title: Associate of Applied Science in Professional Nursing in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Rockford, Aurora, and Romeoville, Illinois, project enrollments of 12 students per quarter per region in the Fox Valley and South Metropolitan Regions.

Proposed Program Title: Bachelor of Science in Accounting in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of nine students per quarter per campus in the first year, rising to approximately 15 students per quarter by the fifth year at each of its four campuses in the two regions.

Proposed Program Title: Bachelor of Science in Criminal Justice in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of six students per quarter per campus in the first year, rising to approximately 15 students per quarter by the fifth year at each of its four campuses in the two regions.

Proposed Program Title: Bachelor of Science in Digital Design and Animation in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of six students per quarter per campus in the first year, rising to approximately 15 students per quarter by the fifth year at each of its four campuses in the two regions.

Proposed Program Title: Bachelor of Science in Game and Simulation Programming in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of six students per quarter per campus in the first year, rising to approximately 15 students per quarter by the fifth year at each of its four campuses in the two regions.

Proposed Program Title: Bachelor of Science in Health Information Management in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of 39 students per region in the first year, rising to approximately 98 students per region by the fifth year in the two regions.

Proposed Program Title: Bachelor of Science in Healthcare Management in the Fox Valley and South Metropolitan Regions

Projected Enrollments: Rasmussen College in Aurora, Rockford, Mokena, and Romeoville, Illinois, project enrollments of nine students per quarter per campus in the first year, rising to approximately 15 students per quarter by the fifth year at its four campuses in the two regions.

Institutional Accreditation: Rasmussen College is regionally accredited by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

Background

Walter Rasmussen founded Rasmussen Practical School of Business (the School) in St. Paul, Minnesota, in 1900 in order to meet the needs of a growing business economy. The School prepared students to work in business, accounting, and office management by teaching skills in numeracy, communication, and problem-solving, as well as instilling values of ethical decision-making and leadership.

When Walter Rasmussen retired in 1945, the School was renamed Rasmussen Business College (the Business College). At the time of the Business College's 50-year anniversary, the Business College had graduated over 22,400 students. Students were not only graduating to become secretaries, stenographers, typists, accountants, bookkeepers, and clerks, but also machine operators and salespeople. The first 50 years of operation set the stage for the next 60 years of the College's history, which have included constant adjustment and growth in response to the changes of society. Today, Rasmussen College (the College) students graduate to become nurses, digital designers, early childhood teachers, internet marketers, accountants, salespeople, and many other professionals.

Rasmussen College's mission statement emphasizes serving communities by recognizing the diverse needs of individuals. The College's mission includes personal and professional development through respect, appreciation, and a commitment to general education as a foundation for lifelong learning. As an institution of higher learning, the College is committed to preparing students to be active, productive, and successful contributors to a global community.

The College is seeking authorization to grant the degrees of Associate of Applied Science (A.A.S.) in Professional Nursing, Bachelor of Science (B.S.) in Accounting, Bachelor of Science (B.S.) in Criminal Justice, Bachelor of Science (B.S.) in Digital Design and Animation, Bachelor of Science (B.S.) in Game and Simulation Programming, Bachelor of Science (B.S.) in Health Information Management, and the Bachelor of Science (B.S.) in Healthcare Management in the Fox Valley and South Metropolitan Regions. Statewide, the total enrollment for Fall 2009 was 1,334 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 programs are consistent with the mission of Rasmussen College to “encourage personal and professional development through respect, appreciation, and a commitment to general education as a foundation for lifelong learning.” The proposed programs address the College’s goals in that they aim to prepare students to be contributors to the community.

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 College requires students seeking admission to provide an attestation of high school graduation or equivalency. For selected programs, a background check is also required. Because many of the students may not have taken, or may not have recently taken, the American College Test (ACT) or the Scholastic Assessment Test (SAT), the College utilizes a placement test to assess the skill levels of incoming students. Many of the College’s programs also include an introductory “Success Strategies” course, which students may waive if they have earned at least 24 semester or 36 quarter credits at an accredited institution of higher education with a minimum cumulative grade point average (GPA) of 2.0. The B.S. in Health Information Management program has the additional admission requirement that students must have completed a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited Health Information Technology (HIT) or Health Information Management (HIM) Associate’s degree program before entering the B.S. in Health Information Management program. The Nursing program requires the Evolve A2 (HESI) incoming assessment exam. Applicants must score 80 percent or higher on the exam as a whole and then undergo an interview with the Nursing Dean.

Curricula

Associate of Applied Science in Professional Nursing

The A.A.S. in Professional Nursing program gives students the skills and experiences needed to obtain an entry-level position in professional nursing. Graduates of the program will have knowledge of the core components of nursing and the nursing process, and they will be qualified to provide care for children and adults in a variety of healthcare settings. The A.A.S. in Professional Nursing program will be comprised of a major/core section that will engage students in all the necessary subject areas to prepare them for the national certification examination and eventual practice in the field, a general education section designed to instill lifelong learning and enhance critical thinking while broadening student horizons, and an integrated practicum track that will provide students with the experiences essential for success in the nursing profession.

Bachelor of Science in Accounting

The B.S. in Accounting program gives students the skills and experiences needed to obtain professional-level positions in accounting. Graduates of the program will have advanced knowledge of the core components of accounting and accounting processes, and they will be qualified to manage more sophisticated applications of accounts receivable, accounts payable, and payroll, and will also be able to prepare and analyze financial statements. The following are examples of courses in the program that include common course assessments: A140: Financial Accounting I, A141: Financial Accounting II, A490: Accounting Capstone II, B136: Introduction to Business, B293: Business Ethics, and D181: Excel.

Bachelor of Science in Criminal Justice

The B.S. in Criminal Justice program gives students the skills and experiences needed to obtain professional-level positions in the field of criminal justice. Graduates of the program will have advanced knowledge of the core components of the criminal justice system and its processes, and they will be qualified to engage more sophisticated applications of their knowledge. Students can choose from specializations in Client Services/Corrections, Criminal Offenders, Homeland Security, or Investigations/Law Enforcement, based on their professional goals. The courses in each specialization reflect learning objectives most useful for those divergent job areas. Each specialization is built on the core curriculum necessary for a strong foundation in criminal justice work, regardless of specific job duties.

Bachelor of Science in Digital Design and Animation

The B.S. in Digital Design and Animation program is designed to provide students with basic theories of visual design, object modeling, project management, and portfolio development. Students will understand business and will be able to apply this understanding to multimedia projects. Curriculum aims to prepare students to develop and guide visual designs and digital projects from concept to product using techniques from both traditional art and multimedia design and industry-standard software tools and applications. Students are expected to develop skills in critical thinking, communication, and project management, and can apply these skills to serve their businesses. They can apply, analyze, and evaluate theories and techniques of digital design and animation. Graduates are expected to value critical thinking, communication, diverse perspectives, technology and information literacy, lifelong learning, collaborative project development, and honesty and integrity in applying their multimedia design and animation skills to supporting users and businesses.

Bachelor of Science in Game and Simulation Programming

The B.S. in Game and Simulation Programming program gives students the skills and experiences needed to obtain a position in the field of technology and design programming. Graduates of the program will have knowledge of the core components of game and simulation programming and production, and they will be qualified to develop games and simulations and employ programming techniques, documentation, and analysis to implement their creations. The Game and Simulation Programming program will be comprised of a major/core section that will engage students in the necessary subject areas to prepare them for eventual practice in the field, and a general education section designed to instill lifelong learning and enhance critical thinking while broadening student horizons.

Bachelor of Science in Health Information Management

The B.S. in Health Information Management (HIM) program is designed to work as a 2+2 program. Students will obtain the Health Information Technician Associate's degree, or HIM Associate's degree, and then return to complete the B.S. in HIM degree. The B.S. in HIM program contains significant components of healthcare, business management, and information technology (IT) coursework. As such, the B.S. in HIM program relies on collaboration between the College's School of Allied Health, School of Technology and Design, and School of Business. The curriculum will be taught by instructors from each of these Schools. B.S. graduates in HIM will be able to communicate with all levels (clinical, financial, and administrative) of an organization that utilizes patient data in daily operations and decision making. Graduates will be skilled and competent in developing information policy, designing and managing information systems, as well as functioning in a technologically advanced and changing work environment. Graduates can apply, analyze, synthesize, and evaluate didactical theories and real world experiences relevant to health information management.

Bachelor of Science in Healthcare Management

The B.S. in Healthcare Management program gives students the skills and experiences needed to obtain professional-level positions in healthcare management. Graduates of the program will have knowledge of the planning and coordination of health services in a variety of settings. The Healthcare Management program will be comprised of a major/core section that will engage students in the necessary subject areas to prepare them for eventual practice in the field and a general education section designed to instill lifelong learning and enhance critical thinking while broadening student horizons. Graduates of this degree program understand the planning and coordination of health services in a variety of settings and know the information and processes used to diagnose and treat human injuries and diseases. They acquire critical-thinking skills through a program of general education and are able to apply them to the healthcare setting.

Assessment of Student Learning

Academic assessment of students will be accomplished in three phases: incoming, ongoing, and outcome assessment. Incoming assessment will be implemented through placement examinations administered to students at the time of enrollment and course pre-tests at the start of major/core classes. Both tools inform the College of the academic levels of entering students and they provide a clear basis for later comparison of academic progress.

Ongoing assessment will be implemented through various major/core courses to monitor student progress and afford faculty and staff the opportunity to assist students who may be struggling academically. Ongoing assessment will be comprised of writing assignments, special projects, and examinations embedded into the curriculum of major/core courses. Cohort analysis of embedded assessment will inform the College of the appropriate measures to take for curriculum development.

Outcome assessment will be comprised of assignments completed during capstone courses, submission of the Graduate Achievement Portfolio (GAP), as well as the results of any required industry or programmatic certification examinations. Capstone courses will have assignments that encourage students to draw upon the knowledge they have gained during their time at the College. Likewise, the GAP will provide the opportunity for students to exhibit their level of accomplishment in the areas of communication, critical thinking, and information literacy. The comparison of data from the various incoming, ongoing, and outcome assessment tools will provide the perspective required to make meaningful curriculum changes.

Program Assessment

The curriculum and assessment methods are developed by the Assistant Vice President of Academic Affairs, School Directors, the Registrar, and the Director of Licensure. The College uses a curriculum mapping process that involves the linking of program-level objectives to course-level performance objectives, with these learning outcomes grouped within the cognitive, psychomotor, and affective domains. General education courses and skills also contribute to overall program objectives, often within the affective domain. Within the key programmatic courses (and some general education courses), common course assessments are used to help determine if students have achieved the course-level learning outcomes, as measured by that assessment. When this data is analyzed and considered in aggregate fashion across the programmatic courses, judgments concerning achievement of the program objectives can also be made. As programs are developed, comprehensive projects or tests are selected for use as a common courses assessment.

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.

Each campus facility is built and maintained in accordance with federal ordinances and laws, as well as the ordinances and laws of Illinois at the local and state levels. The campus will be specifically designed to serve students. An open concept will pervade the facility where student learning resources, services, and technology are placed at the entrance of the building. Student lounges and soft spaces will be included in the campus design, as well as state-of-the-art technology labs with current equipment. The College's students will learn on updated equipment in settings specifically designed for the students' program of choice. The College acquires the most current versions of software through educational-use licensing arrangements, including the MSDN Academic Alliance (MSDNAA) for Microsoft software.

The College's Library offers approximately 1,400 print reference and subject matter texts at each site, as well as 20-30 print periodicals. The College owns 72 online databases composed of eBooks, eAudiobooks, serials, newspapers, audiovisual materials, and other resources. All Illinois campus libraries, once built and populated with materials, become members of OCLC, CARLI, and local library consortia. Electronic resources and print serials will also be purchased on a yearly basis. In addition, faculty and students have access to over 50 full-text databases. All databases will be available 24 hours a day, seven days a week, via the College's secure portal. Serials will be selected by the librarian upon recommendation of the liaisons and faculty. The College's library staff, including the library liaison, generally must possess a Master's degree in Library Information Science (MLIS).

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.

Faculty teaching positions for the programs will require a minimum of a master's degree in the specific discipline of instruction. Additionally, faculty will hold any certifications or licensures required in their discipline.

Fiscal/Personnel Resources

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

The proposed programs are consistent with existing programs offered at Rasmussen College. The College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures for the proposed degree programs.

Accreditation/Licensure

While most of the proposed degree programs do not have specialized accreditation or licensure requirements, graduates of the Professional Nursing program will be able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to obtain licensure as a registered nurse. The College will comply with all Illinois Board of Nursing standards and requirements. For the B.S. in Health Information Management degree, the College intends to apply for programmatic accreditation by the Commission for Accreditation on Health Informatics and Information Management (CAHIIM). Once accredited, graduates will be eligible to sit for the Registered Health Information Administrator (RHIA) certification exam administered by the American Health Information Management Association (AHIMA). For the B.S. in Accounting degree, the College is currently a candidate for accreditation through the Accreditation Council for Business Schools and Programs (ACBSP). This accreditation will include the Associate's and Baccalaureate degrees in Accounting and Business.

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 policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed programs are 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 Rasmussen College and its 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.

Sanford-Brown College – Hillside Campus
4600 West Roosevelt Road
Hillside, Illinois 60162
President: Michael O’Herron

Sanford-Brown College – Skokie Campus
4930 Oakton Street
Skokie, Illinois 60077
Chief Executive Officer: Scott Lesht

Proposed Program Title: Associate of Applied Science in Veterinary Technology in the West Suburban Region

Projected Enrollments: Sanford-Brown College - Hillside Campus projects an enrollment of 12 students in the Associate of Applied Science in Veterinary Technology program in the first year, increasing to 26 students by the fifth year of operation.

Proposed Program Title: Associate of Applied Science in Health Information Technology in the North Suburban Region

Projected Enrollments: The Sanford-Brown College - Skokie Campus projects an enrollment of 50 students in the Associate of Applied Science in Health Information Technology program in the first year, increasing to 175 students by the fifth year of operation.

Proposed Program Title: Associate of Applied Science in Surgical Technology in the North Suburban Region

Projected Enrollments: Sanford-Brown College - Skokie Campus projects an enrollment of 12 students in the Associate of Applied Science in Surgical Technology program in the first year, increasing to 36 students by the fifth year of operation.

Institutional Accreditation: Sanford-Brown College is institutionally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). In addition, Sanford-Brown College plans to seek programmatic accreditation for each of the proposed allied health programs.

Background

Sanford-Brown College (the College) is an independent for-profit College wholly owned by Career Education Corporation. The Sanford-Brown name dates back to 1866 when Rufus C. Crampton, a professor at Illinois College, established a school to meet the demands of post-Civil War America. Today there are over 25 private colleges and schools bearing the name Sanford-Brown across the United States. Both Sanford-Brown College - Hillside Campus and Sanford-Brown College - Skokie Campus are currently approved by the Illinois State Board of Education (ISBE) and ACICS to offer certificate programs in the allied health field. Sanford-Brown College - Hillside Campus and Sanford-Brown College - Skokie Campus are both approved by the Illinois Board of Higher Education (IBHE) to offer degree-level programs.

The College is seeking authorization to grant the Associate of Applied Science (A.A.S.) in Veterinary Technology in the West Suburban Region, along with the Associate of Applied Science (A.A.S.) in Health Information Technology and the Associate of Applied Science (A.A.S.) in Surgical Technology in the North Suburban Region.

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 programs are consistent with the College's mission to provide career-focused education that specializes in technical and non-technical fields of study with a focus on allied healthcare professions, and the requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Applicants for admission to Sanford-Brown College in Hillside and Skokie must submit an application, official proof of a high school diploma or General Educational Development (GED) certificate, and must participate in an admissions interview with a College official.

Applicants for the proposed A.A.S. in Veterinary Technology must achieve a minimum score of 15 on the Wonderlic Scholastic Level Exam (SLE). This must be completed prior to attempting the CPAt exam. Next, an applicant must achieve a minimum composite score of 145 on the CPAt entrance exam, with a minimum score of 45 on math.

Applicants for the proposed A.A.S. in Surgical Technology are also required to take the school's entrance examination, the CPAt, and achieve a minimum score of 160. Successful completion of the entrance examination must occur within the six months prior to a student's commencement in the program.

Curricula

Associate of Applied Science in Veterinary Technology

The proposed A.A.S. in Veterinary Technology program is designed to prepare students for careers in a variety of animal care settings, including medical hospitals, clinics, research, and other skilled care facilities. The curriculum is structured to include didactic instruction in several areas, including, but not limited to, animal care management, diagnostic and laboratory techniques, surgery and anesthetic techniques, health record maintenance, information technology, organizational resources, animal use law and ethics, medical terminology, and anatomy and physiology. The final portion of the curriculum includes a supervised clinical externship at an animal healthcare facility. At the completion of the program, graduates should have the knowledge and skills necessary to seek entry-level employment in the field of veterinary medicine and meet the criteria to sit for the national and state licensing exam to become a Certified Veterinary Technician (C.V.T).

Associate of Applied Science in Health Information Technology

The proposed A.A.S. in Health Information Technology program is designed to prepare students for careers in a variety of healthcare settings. Areas of study include the following: health data management, diagnostic and procedure coding, medical billing practices, healthcare reimbursement and delivery systems, health record maintenance, information technology, organizational resources, medical law and ethics, medical terminology, and anatomy and physiology. The final portion of the curriculum includes a supervised clinical externship at an approved healthcare facility. At the completion of the program, graduates should have the knowledge and skills necessary to seek entry-level employment in the field of health information technology. Upon successful completion of the program, students are encouraged to take voluntary certification examinations given by the American Health Information Management Association (AHIMA) and the American Association of Professional Coders (AAPC). Graduates can take the Certified Coding Associate (CCA) exam offered by AHIMA and the Certified Professional Coder-Apprentice (CPC-Apprentice) exam offered by the AAPC.

Associate of Applied Science in Surgical Technology

The proposed A.A.S. in Surgical Technology program is designed to provide students with the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains necessary for employment as an entry-level surgical technologist. The curriculum is designed to provide instruction in anatomy and physiology, medical terminology, surgical pharmacology and microbiology, surgical procedures, aseptic technique, surgical instrumentation, and medical legal components of the practice of surgical technology. Students are also taught necessary skill sets, such as critical thinking under pressure, case preparation and management, and anticipation of patient needs and safety. The final externship portion of the curriculum is structured to include supervised experiences in the clinical environment that require competencies, logs, and evaluations completed by the student. At the conclusion of the program, graduates who have attended class and their externship, studied, and practiced their skills should have the skills to seek entry-level employment as surgical technologists.

Assessment of Student Learning

The proposed programs will assess student learning using a combination of practical and theoretical testing, outcome competencies, and other grading criteria. Typically, this will include quizzes, exams, research papers, class participation, and successful completion of the required externship. Data used to evaluate the effectiveness of student learning include student grades, student grade point averages (GPAs), student satisfactory academic progress reports, journal entries, student self-evaluations, student course evaluations, classroom observations, along with other measures.

Program Assessment

The College has established institutional policies for program assessment. Data collected by the College is used to measure the knowledge and skills gained by the students and also to measure the satisfaction of employers and graduates. Key members of the College's administration for each department and faculty work together on the institutional effectiveness plan. Faculty members provide feedback on the student assessment data to determine possible changes and/or adjustments in the course outcomes, delivery, or assessment tools. Faculty and administrative staff input is utilized to inform both the strategic planning and budgeting process as it relates to assessment, including academic operations, new program needs, student learning outcomes, learning resources, and professional development.

Facilities (space, equipment, instructional materials)

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

The proposed programs will be offered at the current Sanford-Brown College - Skokie Campus and the Sanford-Brown College – Hillside Campus. Both are located in office complexes and occupy approximately 25,000 square feet in freestanding facilities. Classroom and lab facilities are appropriately equipped to support the proposed programs. The College maintains a collection of books, periodicals, and audio-visual resources to support the educational outcomes of the College. Students also have access to the CECybrary, an online library providing access to electronic resources, including full-text resources. Information submitted with the application indicates a commitment to increase the number of resources as enrollment in the programs grows.

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.

Faculty teaching in the core curriculum of the proposed A.A.S. in Surgical Technology will have an earned Bachelor degree in Surgical Technology or a related field from an accredited institution of higher-education, relevant work experience, and current certification as a Certified Surgical Technologist. Faculty teaching in the proposed A.A.S. in Health Information Technology will possess a Baccalaureate or higher degree in Health Information and core curriculum faculty will be required to be RHIA (Registered Health Information Administrator) certified. Faculty providing didactic instruction in the A.A.S. in Veterinary Technology must be a licensed veterinarian or a credentialed technician who must be a graduate of an American Veterinary Medical Association (AVMA) accredited program. All general education faculty will possess a master's degree in the field of instruction.

Fiscal and Personnel Resources

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

The College has indicated that revenue for the proposed A.A.S. degrees will exceed expenditures of operation.

Accreditation/Licensure

Sanford-Brown College – Skokie Campus will seek programmatic accreditation from the Accrediting Bureau of Health Education Schools (ABHES) for its A.A.S. in Surgical Technology. The College also plans to seek programmatic accreditation for the A.A.S. in Health Information Technology from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Sanford-Brown College – Hillside Campus will be submitting an application to the American Veterinary Medical Association's (AVMA) Committee on Veterinarian Technician Education and Activities (CVTEA) for the A.A.S. in Veterinary Technology program. Graduates will be eligible to sit for certification or licensure exams after programmatic accreditation has been obtained.

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. Such information shall be available to prospective students prior to enrollment.

The Sanford-Brown College - Hillside Campus and the Sanford-Brown College - Skokie Campus catalogs provide complete information regarding admission procedures and requirements and tuition, fees, and refund policies. Information submitted for the proposed programs follow the same format as other programs offered by the College. Program objectives, course requirements, and statements on accreditation and limitations on the transferability of earned credits to other institutions are clearly defined.

Staff Conclusion. The staff concludes that the Sanford-Brown College - Hillside Campus and the Sanford-Brown College - Skokie Campus and their 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 Illinois Institute of Art – Schaumburg Campus
1000 North Plaza Drive
Suite 100
Schaumburg, Illinois 60173
President: David W. Ray

Proposed Program Title: Associate of Applied Science in Fashion Merchandising in the North Suburban Region

Projected Enrollments: The Illinois Institute of Art has projected Fall enrollments in the proposed program will grow from six students in the first year to 54 students in the fifth year.

Proposed Program Title: Associate of Applied Science in Hospitality Management in the North Suburban Region

Projected Enrollments: The Illinois Institute of Art has projected Fall enrollments in the proposed program will grow from seven students in the first year to 56 students in the fifth year.

Proposed Program Title: Bachelor of Fine Arts in Illustration and Design in the North Suburban Region

Projected Enrollments: The Illinois Institute of Art has projected Fall enrollments in the proposed program will grow from six students in the first year to 56 students in the fifth year.

Institutional Accreditation: The Illinois Institute of Art is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

Background

The Illinois Institute of Art (the Institute) is a for-profit institution affiliated with the Art Institutes International, Inc., a subsidiary of Education Management Corporation. In November 1995, the Illinois Institute of Art – Chicago Campus received approval to operate as a degree-granting institution in Illinois from the Illinois Board of Higher Education. The Illinois Institute of Art – Schaumburg Campus was known as the Ray College of Design until joining The Art Institutes in 1995. In 2009, the Illinois Institute of Art – Schaumburg Campus, merged with the Illinois Institute of Art – Chicago Campus, becoming the Schaumburg Campus of the Illinois Institute of Art.

The Illinois Institute of Art requests authorization to grant the following degrees in the North Suburban Region: Associate of Applied Science (A.A.S.) in Fashion Merchandising, Associate of Applied Science (A.A.S.) in Hospitality Management, and the Bachelor of Fine Arts (BFA) in Illustration and Design.

All of the proposed degree programs are currently offered at the Chicago Campus. Fall 2009 institutional enrollment at the Chicago Campus was 2,852 students. The Schaumburg Campus reported a Fall 2009 enrollment of 1,263 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 Illinois Institute of Art - Schaumburg Campus adheres to the overall mission of the Illinois Institute of Art, “to offer degree and other academic programs in the creative and applied arts to a diverse student body. The Institute promotes student learning in a stimulating environment where students can develop their creativity and acquire the skills and knowledge to pursue their chosen careers.” The proposed programs are consistent with the purpose, goals, objectives, and mission of the Institute and its campuses, and the requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Consistent with the requirements for all of the Institute’s campuses, applicants for admission to The Illinois Institute of Art – Schaumburg Campus must hold a high school diploma or General Educational Development (GED) certificate, submit an essay, and participate in a pre-admissions interview. Applicants with previous education are evaluated for potential advanced placement in the program.

Curricula

Associate of Applied Science in Fashion Merchandising

The A.A.S. in Fashion Merchandising program prepares students to enter the field of fashion merchandising equipped with hands-on experience acquired through formal coursework and simulated sessions in fashion buying, marketing, and in-house promotional campaigns. Students are required to complete 90 quarter credits: 24 in general education and 66 quarter credits in the major. Students take courses in design fundamentals, business and retailing, color theory, fashion industry survey, costume history, textiles, marketing, trends and concepts in apparel, consumer behavior, visual techniques and design, retail mathematics, catalog development, retail buying, inventory and stock controls, professional selling, apparel evaluation and production, and event planning and promotion.

Associate of Applied Science in Hospitality Management

Students in the proposed A.A.S. in Hospitality Management program will be required to complete 90 quarter credit hours to receive their degree. The program consists of 28 quarter credit hours in general education and 62 quarter credits in the major. Courses in the major include hospitality operations, diversity and ethics, training and development, law, sales and marketing, culinary and classical techniques, management by menu, food and beverage management, supervision and management career development, purchasing planning and controlling costs, nutrition, catering and event management, leadership in foodservice, and facility management and design. During the final year of academic study, students participate in a hospitality internship opportunity designed to provide them with “practical, job-related educational experiences, which support the student’s academic program and professional career objectives.”

Bachelor of Fine Arts in Illustration and Design

Students in the proposed BFA in Illustration and Design program will be required to complete 180 quarter credit hours to receive their degree. The program consists of 72 quarter credit hours of core subject matter, 60 quarter credit hours in general education, and 48 quarter credit hours in related courses. The core courses include introductory, intermediate, and advanced subject matter in drawing, painting, illustration, and design technology. Related courses include subject matter in art, graphic design, and digital photography. The curriculum also requires both a portfolio and an internship designed to provide them with “practical, job-related educational experiences, which support the student’s academic program and professional career objectives.”

Assessment of Student Learning

The proposed programs will follow the student learning assessment process in place for all of the Institute’s degree programs. The core competencies and means of assessment are clearly identified. Student work is assessed by multiple raters throughout the program at defined milestones within the program to ensure the student’s successful progression through the program. All students must complete their program with a cumulative grade point average (GPA) of 2.0 or higher. Data collected from student outcomes assessments and the results of program curriculum review meetings are summarized in quarterly reports to the Director of Assessment.

Program Assessment

Learning outcomes data and program reports are reviewed by the Education Team each quarter, resulting in an Education Assessment Report that is submitted to the College’s Executive Committee. Information gathered from student surveys, graduate surveys, and employer surveys is also used in the assessment process. As part of Art Institutes International, the Illinois Institute of Art – Schaumburg Campus has the opportunity to participate in curricular reviews conducted by task forces put together by the larger organization. Composed of faculty, academic directors, deans, curriculum specialists, and Institute staff members, the task forces are established to provide guidance in making curricular revisions in relation to changing market environments.

Facilities

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.

Within the application, the Illinois Institute of Art – Schaumburg Campus identified the classroom and laboratory needs to support the proposed programs at the campus. Specific equipment allocations for each program and financial support for library acquisitions have also been identified. As the program grows, the Institute plans to add additional lecture style classrooms that will be used by all of the degree programs. In anticipation of the new degree program, the library began acquiring resources needed to support students. In addition to its own holdings, the Institute's library offers access to interlibrary loan materials via participation in the Consortium of Academic and Research Libraries in Illinois (CARLI) and the Institute's system.

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 Institute has identified standards for faculty and staff of the proposed program. Faculty teaching in the proposed programs will have a minimum of a master's degree in the field of instruction and four to five years experience in the field. Full-time faculty already employed in the Bachelor program in Fashion Merchandising will teach in the Associate's program, and full-time faculty in the Graphic Design program will also teach in the Bachelor's program in Illustration and Design. Adjunct faculty will be hired to teach in the Associate's program in Hospitality Management until sufficient enrollment warrants a full-time hire.

Fiscal and Personnel Resources

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

The Institute has indicated revenue for the proposed programs will exceed expenditures during the first year of operation.

Accreditation/Licensure

Neither specialized accreditation of the programs nor licensure of graduates is required for any of 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. Such information shall be available to prospective students prior to enrollment.

The Illinois Institute of Art – Schaumburg Campus draft brochures provide complete information regarding admission procedures and requirements, tuition, fees, and refund policies. Information submitted for the proposed programs follows the same format as other degree programs offered by the Institute at other campuses. Program objectives, course requirements, and statements on accreditation and limitations on the transferability of earned credits to other institutions are clearly defined.

Staff Conclusion. The staff concludes that Illinois Institute of Art – Schaumburg Campus and its 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.

Tribeca Flashpoint Media Arts Academy
28 North Clark Street
Chicago, Illinois 60602
President: Howard Tullman

Proposed Program Title: Associate of Applied Science in Design and Visual Communication in the Chicago Region

Projected Enrollments: Tribeca Flashpoint Media Arts Academy has projected Fall enrollments in the proposed program will grow from 50 students in the first year to 225 students in the fifth year and beyond.

Institutional Accreditation: Tribeca Flashpoint Media Arts Academy is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Background and History

Flashpoint Academy was founded in 2007 in Chicago and was approved under the Private Business and Vocational Schools Act by the Illinois State Board of Education (ISBE). The Illinois Board of Higher Education (IBHE), at its regular meeting on January 26, 2010, granted Flashpoint Academy authorization to operate and to grant the Associate of Applied Science (A.A.S.) in Film and Broadcast, the Associate of Applied Science (A.A.S.) in Game Development, the Associate of Applied Science (A.A.S.) in Recording Arts, and the Associate of Applied Science (A.A.S.) in Visual Effects and Animation in the Chicago Region. In May 2010, Flashpoint Academy submitted a change of structure notice, which was approved, including an official name change to Flashpoint, The Academy of Media Arts and Sciences doing business as Tribeca Flashpoint Media Arts Academy (the Academy).

The Academy is seeking degree-granting authority for the Associate of Applied Science (A.A.S.) in Design and Visual Communication in the Chicago Region.

Mission and Objectives

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

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

The Academy is described as “committed to the advancement of higher learning in the fields of digital arts and entertainment technologies including the following: filmmaking, broadcast media, game development, visual effects and animation, and recording arts. Created out of a desire to educate media arts students in a truly relevant and contemporary curriculum and addressing the gap between current education in these fields and the true professional world, our program focuses on collaboration across disciplines and emphasizes professional communication. The goal of our immersive, hands-on, intensive program is to prepare students to become media professionals through exposure to real-world tools, techniques, and the latest technical developments and trends, all within a curriculum that develops them as critical thinkers in a higher educational environment.”

Curriculum/Assessment

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

Admission

Requirements for admission into the Academy are graduation from an accredited high school or the completion of a General Educational Development (GED) certificate, official transcripts, a personal interview, and applicants are expected to demonstrate proficiency at the college level through placement testing.

Curriculum

Associate of Applied Science in Design and Visual Communication

The A.A.S. in Design and Visual Communication program “exposes students to all aspects of contemporary visual design throughout their two years in the program” and is intended to prepare students “with knowledge and skill areas to gain employment in film and broadcasting.” The program occupations are intended to prepare students for entry into several professions in the visual communication industry including “graphic designer, interactive media designer, corporate communications designer, brand and identity designer, print and package designer, publication designer, marketing strategist, communications director, motion graphics designer, and/or art director.” The program requires 18 credits of general education and 50 core credits in coursework consisting of production, screenwriting, directing, film, cinematography, aesthetics of art, broadcast media, writing for broadcast, business of film broadcast, and practicum.

The Design and Visual Communication program exposes students to all aspects of contemporary visual design throughout their two years in the program. Year one is the foundation in basic concepts and their application to a variety of visual media. Year two examines career choices, whether corporate or entrepreneurial, and deepens the student's knowledge of problem-solving in design. Students explore all aspects of design and visual communication: fundamental aesthetics and innovation, identity design and brand communication, motion graphics, user interface design, and social media and marketing. This program provides students with the necessary skills to work in these fields through hands-on learning with state-of-the-art equipment in the classroom and labs. Students develop not only the technical skills needed for success, but also the collaborative, problem-solving, and aesthetic skills needed in the professional world of design and visual communication.

Throughout the two-year program, students create identity packages, media and marketing strategies for specific projects and design packaging and advertising connected to real-world projects with their peers. These pieces are incorporated into the student's professional reels completed at the end of the second year, which prepare students to enter the visual communication industry as a graphic designer, interactive media designer, corporate communications designer, brand and identity designer, print and package designer, publication designer, marketing strategist, communications director, motion graphics designer, and/or art director.

To successfully complete the A.A.S. in Design and Visual Communication program, students must satisfactorily complete 18 credit hours of core studies/(general education) and 50 credit hours of courses specific to the program area. All courses are offered in-residence.

Assessment of Student Learning

The Academy has an identified system to conduct student assessments through course participation, projects, portfolio review, and evaluations. An integral part of the student learning assessment is the creation of projects attuned to the future job performance. Throughout the two-year program, students create identity packages, media and marketing strategies for specific projects and design packaging and advertising connected to real-world projects with their peers. These pieces are incorporated into the student's professional reels completed at the end of the second year.

Program Assessment

The Academy has identified measures to review the overall effectiveness of its programs. The Academy utilizes committees that consist of deans, department chairs, faculty, and external stakeholders to ensure the continuous development of curricula, program activities, and the preparation of students for employment. To track problem issues, Department Chairs submit weekly evaluation reports to the Academic Dean, focusing on issues that are categorized as needing immediate action, student and faculty concerns, information technology/support issues, curriculum changes/ reflections, cross-disciplinary activities, and internship opportunities. All students are assigned an advisor in their program and are scheduled to meet three times a semester to make sure issues are addressed and questions are answered. This frequent communication allows the Academy to make adjustments as quickly as needed.

Facilities (space, equipment, instructional materials)

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

The Academy has identified facilities, equipment, and instructional material that will accommodate all program operations. The Academy's library system provides students with a growing collection of approximately 1,400 monograph, serial, and DVD titles. Required course materials, such as films and course readings, are available for students' in-house use. Students have access to online resources through LexisNexis Academic and other databases. The Academy's full-time librarian provides students and faculty with research and writing assistance and inter-library loan services.

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 Academy has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the programs.

Fiscal and Personnel Resources

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

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

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that Tribeca Flashpoint Media Arts Academy and its proposed 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Concordia University the Authorization to Grant the Bachelor of Arts in Organizational Management in the South Metropolitan Region, Master of Arts in Curriculum and Instruction in the Chicago and South Metropolitan Regions, Master of Arts in Educational Technology in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, Master of Arts in Gerontology in the Chicago and North Suburban Regions, Master of Arts in Reading Education in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, Master of Arts in School Counseling in the Chicago, Fox Valley, and South Metropolitan Regions, Master of Arts in School Leadership in the Chicago and South Metropolitan Regions, and the Master of Arts in Teaching in the Chicago, Fox Valley, North Suburban, and South Metropolitan 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 Morthland College the Authorization to Grant the Bachelor of Arts in Biblical Studies and the Bachelor of Arts in Classics in the Southern 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 Rasmussen College the Authorization to Grant the Associate of Applied Science in Professional Nursing, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Digital Design and Animation, Bachelor of Science in Game and Simulation Programming, Bachelor of Science in Health Information Management, and the Bachelor of Science in Healthcare Management in the Fox Valley and South Metropolitan 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 Sanford-Brown College – Hillside Campus Authorization to Grant the Associate of Applied Science in Veterinary Technology in the West 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 Sanford-Brown College – Skokie Campus Authorization to Grant the Associate of Applied Science in Health Information Technology and the Associate of Applied Science in Surgical Technology in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to The Illinois Institute of Art – Schaumburg Campus Authorization to Grant the Associate of Applied Science in Fashion Merchandising, Associate of Applied Science in Hospitality Management, and the Bachelor of Fine Arts in Illustration and Design in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Tribeca Flashpoint Media Arts Academy Authorization to Grant the Associate of Applied Science in Design and Visual Communication 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.

