

**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:

Dan EL Institute of Higher Learning

- Bachelor of Arts in Christian Leadership in the South Metropolitan Region
- Master of Arts in Global Missions and Evangelism in the South Metropolitan Region

Mid-America Baptist Theological Seminary

- Operating Authority in the Central Region

Missouri Baptist University (Out of Region Authority)

- Bachelor of Science in Health Sciences in the Southwestern Region

Morthland College

- Bachelor of Arts in Business Administration in the Southern Region

Rush University

- Master of Science in Research Administration in the Chicago Region

The Institute for Clinical Social Work

- Master of Arts in Clinical Counseling and Psychotherapy in the Chicago Region

For-Profit:

Chamberlain College of Nursing

- Doctor of Nursing Practice in the West Suburban Region

DeVry University – Illinois

- Master of Public Health in the West Suburban Region
- Master of Science in Education in the Chicago, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions

Harrington College of Design

- Bachelor of Science in Web Design and Development in the Chicago Region

Pacific College of Oriental Medicine

- Associate of Science in Massage Therapy/Asian Bodywork in the Chicago Region
- Doctor of Acupuncture in the Chicago Region
- Doctor of Acupuncture and Oriental Medicine 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 ten institutions.

Dan EL Institute of Higher Learning
18500 92nd Avenue
Tinley Park, Illinois 60487
Interim President: Michael Phillips

Proposed Program Title: Bachelor of Arts in Christian Leadership in the South Metropolitan Region

Projected Enrollments: Dan EL Institute of Higher Learning projects enrollments of 23 students in the first year, rising to approximately 68 students by the fifth year.

Proposed Program Title: Master of Arts in Global Missions and Evangelism in the South Metropolitan Region

Projected Enrollments: Dan EL Institute of Higher Learning projects enrollments of eight students in the first year, rising to approximately 26 students by the fifth year.

Institutional Accreditation: Dan EL Institute of Higher Learning plans to seek institutional accreditation from The Higher Learning Commission (HLC) and also the Distance Education and Training Council (DETC).

Background and History

Dan EL Institute of Higher Learning (the Institute) is a private, not-for-profit, post-secondary institution with specialized interest in faith-based education. The Institute began as the International College of Excellence (ICE) in the Fall of 2004 and was an extension campus of Life Christian University in Tampa, Florida. To date, over 700 students have graduated through the ICE program, including extension campuses and in foreign countries like Germany, England, Uganda, and India. ICE began operating independently of Life Christian University in 2007. From 2007 to 2009, ICE consistently maintained distance learning and on-site campuses in Tinley Park, Illinois and in Tampa, Florida. ICE operated under non-profit affiliate organizations Family Harvest Church (Illinois) and Harvest Church of Tampa. In 2009, ICE received its own non-profit status and began the process of state certification. The name change to Dan EL Institute of Higher Learning came early in 2010. The goal of the Institute is to develop the students' leadership qualities, enabling them to enrich and elevate their spheres of influence, whether they work in the local church, government, the marketplace, or in the home. As a distance learning institution, the Institute is committed to developing knowledge, skills, and character in students both locally and around the world.

The Institute is seeking authorization from the Illinois Board of Higher Education (IBHE) to grant the Bachelor of Arts (B.A.) in Christian Leadership and the Master of Arts (M.A.) in Global Missions and Evangelism at its campus in the South Metropolitan 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 proposal is consistent with the Institute's mission, which, as explicitly stated in its catalog, is to educate and train men and women who will be capable of assuming the responsibilities of leadership in various professions and who expresses their faith through service to the larger society. The Institute is an advocate for advanced education for citizens who will transform the world in the marketplace and in faith-based environments.

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

Undergraduate admissions to all proposed undergraduate programs at Dan EL Institute of Higher Learning 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 those with a minimum score 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. Graduate admissions are open to all college graduates of recognized undergraduate institutions who meet the established requirements as stipulated in each program's catalog. The following requirements are strictly adhered to in the Institute's established admissions policy. The general requirements for admission include the following: a high school graduate or equivalent; a completed application; official copies of all transcripts from previously attended institutions, including high school(s); and a minimum composite ACT score of 20. Requirements for undergraduate admission include the following: a high school graduate or equivalent; must supply test scores/ACT scores; and must supply his/her grade point average (GPA). Requirements for graduate admission include the following: an undergraduate degree is required from an accredited institution, and the applicant must supply his/her GPA.

Curricula

Bachelor of Arts in Christian Leadership

The Bachelor of Arts (B.A.) in Christian Leadership program is designed to deepen the understanding and expression of Christian faith by combining biblical studies, church history, systematic theology, and Christian character, ethics, and leadership. It is designed to equip students interested in Christ-centered leadership to advance the Kingdom of God within the church, para-church, non-profits, or other organizations.

Students who complete the requirements for this B.A. in Christian Leadership program should have a strong grasp of an intellectual and spiritual knowledge base that includes, among others, the ability for the individual to: have a thorough understanding of historical, theological, and contemporary foundations of management and leadership theory; be competent in evaluating and implementing essential principles and practices of Christian management and leadership; consistently apply spiritual disciplines in their personal and professional lives in order to measure spiritual growth, identify issues and challenges, and develop biblical responses to deal with them; and develop Christ-centered leadership skills that enable them to function effectively as leaders in the local church or para-church organizations.

Master of Arts in Global Missions and Evangelism

The Master of Arts (M.A.) in Global Missions and Evangelism program is designed to integrate studies in academic and practical theology in the area of missions and evangelism. The program includes biblical and theological foundations, cross-cultural perspectives, and analysis of historical and contemporary issues in mission, ministry skills, and internship opportunities in mission. It integrates evangelism, community development, church planting, peacemaking, contextual theology, and the global mission.

Students who complete the requirements for this M.A. in Global Missions and Evangelism program should have a strong grasp of an intellectual and spiritual knowledge base that includes, among others, the ability for the individual to: be equipped to identify the various concepts of mission including evangelism, social mission, global mission, and holistic mission; accurately evaluate the characteristics of global issues in terms of theology, anthropology, and sociology; understand current issues and models of church planting and church growth; and develop skills that enable them to function effectively in an outreach and discipleship ministry of a local church or para-church organizations.

Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. Dan EL Institute of Higher Learning is committed to providing critical and objective assessment of its students and their learning. It requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The Institute 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. For example, students are assessed by comprehensive proctored exams, writing assignments, research papers, online group projects, and other assignments that support the course and program objectives. Student performance is also evaluated through internship courses, which require students to integrate theory and practice. Student performance (in the internship courses, in particular) will ensure that each student has achieved the skill, knowledge, and aptitudes necessary for future employment or post-graduate school.

In the final semester, M.A. in Global Missions and Evangelism candidates must also complete an M.A. project and capstone course, demonstrating acquired proficiency in integrating knowledge and understanding of global and evangelism issues, in order to further and promote the church's mission. A student will also write a thesis or a major essay, working out the implications and possibilities for future ministry or for life-enrichment. The candidate will be assigned a faculty member to guide them throughout the process as needed.

Program Assessment

Dan EL Institute of Higher Learning has established policies for its program assessment. The Institute has implemented policies and structures for continuous evaluation and improvement. For instance, the Developing-A-Curriculum (DACUM) process has been employed for program development. The DACUM chart is reviewed and updated every 18 months by a panel of subject matter experts and a facilitator. New and re-designed courses are reviewed and evaluated by a committee consisting of an instructional design manager, two subject matter experts, and a librarian. A common course syllabus template is used by all instructors, both full-time and adjunct, to ensure consistency. All courses adhere to Illinois Articulation Initiative (IAI) standards. At the completion of the course design or re-design process, the instructional design team utilizes the modified Institute version of Illinois Online Network's (ION) Quality Online Course Initiative (QOCI) to ensure that the online or hybrid course meets quality standards. Courses and course texts are reviewed annually in order to determine if they need to be updated. At the end of every term, instructors are to give feedback on the courses, including any suggested changes. This information is forwarded to the instructional design manager, who discusses the proposed changes in collaboration with the instructor. Continuing professional development for full-time and adjunct instructors is provided

by the Academic Dean, Associate Dean, and instructional design manager. Online faculty meetings are conducted each term for all full-time and adjunct faculty, to discuss Institute innovations, standards, changes, and improvements. The additional purpose of these meetings is to receive input and suggestions from all faculty. Academic, discipline-specific meetings are conducted each term to discuss best practices and ways for continuous improvement. Faculty will also utilize training through ION (University of Illinois). Through a partnership with ION, the Institute will utilize quality training and professional development for continuous improvement of online faculty. High performing faculty members are encouraged to provide webinars and mentor both full-time and adjunct faculty online by using the latest online collaboration software tools. A faculty evaluation tool has been developed, utilizing feedback from faculty. This tool is administered by the instructional designer in order to acquire data from faculty members' online courses (*i.e.* instructor course hits). The purpose of this evaluation tool is to ensure that faculty members and all online or hybrid courses are promoting student engagement and learning. Areas to be evaluated are faculty-to-student interaction, student-to-material interaction, student-to-student interaction, and administrative procedures (*i.e.* grades completed on time). Data for the evaluation is acquired from student surveys, which are given at midterm and at the conclusion of the courses. Data is also acquired through "mini-reviews."

"Mini-reviews" are conducted by the instructional design manager three times throughout each term in order to acquire data for the faculty evaluation. The "mini-review" analyzes and determines the following criteria: whether course announcements are current, the level of instructor activity in the course, whether grades are current, and the frequency of instructor login.

The instructional design manager collects the information from the instructors' courses and enters it into the evaluation. This evaluation is forwarded to the Associate Dean, who compiles and completes the evaluation. Problematic faculty evaluations are forwarded to the Academic Dean, who schedules a face-to-face meeting with these faculty members. Evaluations that meet acceptable standards are distributed by the Associate Dean through email. If these individuals wish to have a meeting to discuss results, they may schedule one with the Associate Dean. Existing faculty is evaluated annually. New faculty is evaluated at the end of their first term.

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 Institute has identified its location at 18500 92nd Avenue in Tinley Park, Illinois. The Institute has submitted documents to support the existence of various facilities for classrooms, a 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 work comp policy. Laboratory, software, and hardware requirements for the anticipated programs have been identified, and resources have been allocated to obtain and maintain them. The library meets Americans with Disabilities Act (ADA) standards and is within close proximity of other facilities identified by the Institute for the use of its students.

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.

Dan EL Institute of Higher Learning 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. The Institute requires a master's or doctorate degree for all instructors. Numerous faculty have published books and scholarly articles in their respective fields of specialization.

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.

Family Harvest Church fully underwrites Dan EL Institute of Higher Learning as part of its mission and will continue to do so until the Institute is able to be financially independent.

Accreditation/Licensure

The Institute has indicated that in April of 2011, its staff attended The Higher Learning Commission's (HLC) Annual Conference and learned that the process of NCA-HLC accreditation has been lengthened to a minimum of six years for new institutions. Due to the lengthened process for regional accreditation, it made the decision to also pursue national accreditation. Many of the national accrediting organizations, such as the Association for Biblical Higher Education (ABHE), require a majority of courses to be offered in a residential setting. Both the ABHE and the Transnational Association of Christian Colleges and Schools (TRACS) were considered by the Institute as options for national accreditation, due to their Christian philosophy. However, because the Institute's courses at this time are predominantly online, the Institute will not fit criteria for these accreditors. The Distance Education and Training Council (DETC) is the only national accrediting body which accredits those institutions that "offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master's, first professional, and professional doctoral degree level."

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.

Dan EL Institute of Higher Learning's catalog provides accurate information regarding the Institute's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the Institute. 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 Dan EL Institute of Higher Learning 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.

Mid-America Baptist Theological Seminary
2095 Appling Road
Cordova, Tennessee 38016
President: Michael R. Spradlin

Seeking Operating Authority: Central Region

Projected Enrollments: Mid-America Baptist Theological Seminary projects enrollments of ten students in the first year, rising to approximately 20 students by the fifth year.

Institutional Accreditation: Mid-America Baptist Theological Seminary was incorporated in the State of Tennessee in 1975. The Tennessee Higher Education Commission (THEC) is the government agency that authorizes the Seminary to grant degrees. Mid-America Baptist Theological Seminary is a member of the Council for Higher Education Accreditation (CHEA) and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to grant associates, masters, and doctoral degrees.

Background and History

Mid-America Baptist Theological Seminary (the Seminary) began in the Fall of 1971 when a charter was granted by the State of Louisiana. The purpose of the Seminary was to provide theological education for those who had the calling for vocational Christian service. The Seminary moved to Little Rock, Arkansas in 1972, and a charter was granted by the State of Arkansas. The first session of classes began with Founders' Days, which took place on August 23rd-25th in 1972. In 1976, the Seminary purchased facilities at 1255 Poplar Avenue in Memphis, Tennessee. The Seminary moved into the new debt free facilities in October. In 1982, the Seminary purchased the adjoining property at 1257 Poplar, which housed the Ora Byram Allison Memorial Library and an administration building. In 1994, the Seminary received a donation of an eight-acre campus in Germantown, Tennessee. The Seminary renovated the facilities, and in January 1996, moved to the new campus debt free. The campus provided classrooms, offices, a library, a chapel, a cafeteria, a gym, bookstore, childcare facilities, lounges, and resource rooms all under one roof. In 1996, a group of committed men formed the Mid-America Student Housing Foundation for the purpose of providing student housing. The 96 units of student housing opened in August of 1998. From the beginning of Mid-America Baptist Theological Seminary, the administration and faculty desired to establish a branch campus in the northeastern part of the United States. In 1987, the northeast branch was approved by the Board of Regents of the State University of New York to offer the Master of Divinity degree. The Seminary purchased ten acres in the heart of the Capital District in the State of New York in February 1988, constructed a 15,400 square foot building, and started classes in the Fall of 1989.

In August 2004, with the acquisition of land at the Interstate 40 and Appling Road site, the Seminary decided to relocate its main campus and student housing to the new campus site. Extension classes have since been established in Oxford, Mississippi; New York City; and St. Louis, Missouri.

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.

Mid-America Baptist Theological Seminary is a school whose primary purpose is to provide graduate theological training for effective service in church-related vocations through its main campus and designated branch campuses. According to its catalog, other levels of training also are offered by the Seminary.

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

Admission criteria to the Seminary are clearly stated in the Seminary's catalog. All applicants to the associate degree programs must have graduated from high school or must have received a General Educational Development (GED) Certificate. All applicants to master's degree programs must have graduated from an accredited college or university with a bachelor's degree or equivalent. It is recommended that this degree should include at least 60 semester hours of liberal arts studies (other than religious studies). The applicant's grade point average (GPA) for all college-level work must be at least a "C" (2.0 on a 4.0 scale). An official transcript is required from each institution of higher learning that the applicant has attended. Transcripts from institutions from which the applicant has received a degree must show the date of graduation and the degree granted. Students still in the process of completing an undergraduate degree at the time that they apply to the Seminary may submit a current transcript. A final transcript showing the degree granted and date of graduation must then be submitted by the end of the first semester of study at the Seminary. All applicants to any master's degree program must be at least 20 years old by the time of their first registration. The Seminary may require students to make up serious deficiencies in their undergraduate studies. All exceptions to published admission requirements must be approved by the faculty upon recommendation of the Admissions Committee. In such cases, an applicant will be granted conditional admission. During this period, the student is subject to the same limitations as students under academic probation, which is described under "Disciplinary Regulations" in the Seminary's catalog. Conditional admission will be removed after a student completes 15 semester hours at the Seminary and keeps a GPA of at least a "C" (2.0 on a 4.0 scale).

Curricula

Although the Seminary is only applying for operating authority at this time, it has showcased some of its academic programs for which it would seek degree awarding authority down the road. The programs include its undergraduate and graduate degree programs. Associates and bachelors are the undergraduate degrees offered by Mid-America Baptist Theological Seminary, while the graduate degrees are both master's and doctoral degrees, although doctoral degrees will not be offered at the Springfield campus. The Associate of Christian Education program (A.C.E.) is a post-secondary professional degree intended for persons who are at least 22 years old, who hold a high school diploma or equivalency certificate, but who have not completed a baccalaureate degree. The Associate of Christian Education program is designed to equip students for effective ministry as: a minister of education, minister of youth, minister to children, or administrator in the local church; a missionary in the area of Christian education; or a teacher or administrator in a church-related school. This program requires 60 semester hours of academic credit for graduation. The Associate of Divinity program is a post-secondary professional degree intended for persons who are at least 22 years old, who hold a high school diploma or equivalency certificate, but who have not completed a baccalaureate degree. The Associate of Divinity program is designed to equip students for effective ministry as a pastor, associate pastor, church planter, missionary, or evangelist. This program requires 60 semester hours of academic credit for graduation.

The Master of Divinity (M.Div.) is a professional graduate degree beyond the Bachelor of Arts or equivalent, designed to equip students for effective ministry as a pastor, associate pastor, church planter, evangelist, or missionary. This is a program primarily related to preparation for the pastoral and missionary ministry, requiring 90 semester hours of academic credit for graduation.

The Master of Missiology and Intercultural Studies (M.MICS) program is a professional graduate degree beyond the Bachelor of Arts or equivalent. It is designed to equip both male and female students for effective ministry as cross-cultural missionaries. This is a 90 semester hour program primarily related to preparation for cross-cultural missionary ministry.

The Master of Arts in Christian Education (M.A.C.E.) program is a professional graduate degree beyond the Bachelor of Arts or equivalent, designed to equip students for service as: a minister of education, minister to youth, minister to children, or administrator in the local church; a missionary in the area of Christian education; or a teacher or administrator in a church-related school. This program is primarily related to specialized ministry in Christian education, requiring 60 semester hours of academic credit for graduation.

The Master of Christian Education (M.C.E.) program is a professional graduate degree beyond the Bachelor of Arts or equivalent, designed to equip students for service as: a minister of education, minister to youth, minister to children, or administrator in the local church; a missionary in the area of Christian education; or a teacher or administrator in a church-related school. This program is primarily related to specialized ministry in Christian education, requiring 90 semester hours of academic credit for graduation.

Assessment of Student Learning

The Seminary has established policies for assessment of student learning outcomes. It is committed to providing critical and objective assessment of its students and their learning. The Seminary requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The Seminary requires that all courses include comprehensive evaluations. Course objectives are evaluated through tests, labs, projects, assignments, and other established assessment measures within each course.

Program Assessment

The Seminary has established policies for its program assessment. It has constructed an Institutional Assessment Plan. The Vice President of Institutional Assessment is responsible for the ongoing collection, analysis, and dissemination of institutional data and preparing the Seminary's institutional fact book. The Vice President of Institutional Assessment provides studies, evaluation, instruments, and reports, and is responsible for the statistical analyses in support of planning, evaluation, and management. Every year, each person with administrative responsibility prepares a unit goals/strategic plans document for his/her area of responsibility. At the end of the year, each administrator assesses the results and incorporates this data into next year's unit goals. Also, throughout the year, students, professors, administrative support, and administrators are given opportunities to evaluate each aspect of the Seminary to determine its efficiency, as well as ways to facilitate improvement.

Facilities (space, equipment, instructional materials)

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

Mid-America Baptist Theological Seminary has identified a location at 1425 Stevenson Drive in Springfield, Illinois. 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. In addition to its main campus library, which is located in Cordova, Tennessee, the Seminary has given the assurance that it plans to work with local libraries, including those belonging to the University of Illinois Springfield, State of Illinois, and City of Springfield. All of these libraries meet Americans with Disabilities Act (ADA) standards. In visiting the site of the proposed campus, the staff has recommended that an alternative campus be in order for future expansions.

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 Seminary 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 Seminary. It adheres to a faculty credential hiring requirement of a minimum of master's degree in the field of instruction for faculty teaching general education courses, a minimum of a bachelor's degree in an appropriate field for faculty teaching major courses at the associate's level, and a minimum of a master's degree in an appropriate field for faculty teaching at the baccalaureate level. Indeed, the Seminary requires an M.S., Ph.D., or other doctorate degrees for all instructors. All of the instructors identified in this review have doctorate degrees.

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.

Plans for the new campus are consistent with comparable programs offered by similar higher education institutions. The Seminary has submitted fiscal plans indicating revenue will exceed operating expenditures in the first year of operation for the proposed campus. In addition to revenues from tuition and fees, Mid-America Baptist Theological Seminary receives significant funding from churches and private donors, in addition to a significant endowment.

Accreditation/Licensure

Mid-America Baptist Theological Seminary was incorporated in the State of Tennessee in 1975. The Tennessee Higher Education Commission (THEC) is the government agency that authorizes the Seminary to grant degrees. The Seminary is a member of the Council for Higher Education Accreditation (CHEA) and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to grant associate, master's, and doctoral degrees.

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 Seminary's catalog provides clear and accurate information regarding the Seminary's policies, admissions procedures, tuition, fees, and refund policies. 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 Mid-America Baptist Theological Seminary and its request for the certificate of approval and authorization to operate 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.

Missouri Baptist University
1 College Park Drive
St. Louis, Missouri 63141
President: R. Alton Lacey

Proposed Program Title: Bachelor of Science in Health Sciences in the Southwestern Region
(Out of Region Authority)

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

Institutional Accreditation: Missouri Baptist University is accredited by The Higher Learning Commission (HLC) of the Commission of the North Central Association (NCA) of Colleges and Schools. The University received its most recent ten-year approval for continued accreditation in March 2007.

Background and History

Missouri Baptist University (the University) is an independent, faith-based, co-educational, liberal arts University, operating with support from Baptist churches in the State of Missouri. The University has been in operation at its present location in West St. Louis County since 1968. In the 2007 Comprehensive Self-Study for the HLC, the University requested and was subsequently approved to offer off-campus sites throughout Missouri and Southern Illinois. Classes are offered on the main campus and at five full-service off-campus centers, and at 12 other locations in Missouri and Southern Illinois. The University presently offers programs leading to the Associate of Science, Bachelor of Science, Bachelor of Arts, Bachelor of Professional Studies, Bachelor of Education, Bachelor of Music, Bachelor of Music Education, Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Science in Education, Master of Business Administration, Master of Arts in Christian Ministry, Educational Specialist, and Doctor of Education degrees.

The University is seeking Illinois Board of Higher Education (IBHE) authorization to grant the Bachelor of Science (B.S.) in Health Sciences in the Southwestern Region. This program is part of a 2+2 articulated agreement with Lewis and Clark Community College (LCCC), and courses will be held on the LCCC campus. The University's Fall 2010 enrollment was approximately 5,100 students.

Mission and Objectives

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

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

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

Curriculum/Assessment

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

Admission

The requirements for admission into this program at Missouri Baptist University consist of being a graduate of an accredited high school with 22 units of credit. The final transcript must reflect senior year credits, a cumulative grade point average (GPA) of at least a 2.0 on a 4.0 scale, final rank in the upper 50 percent of the graduating class, and date of graduation. Students not ranking in the upper half of their class may be admitted on a provisional basis. Students may submit a General Education Development (GED) score in lieu of high school transcripts. Home-schooled students must submit a transcript outlining completion of required secondary level course work as outlined above. A minimum score of 20 is required on the American College Test (ACT) and/or a minimum score of 950 on the Scholastic Aptitude Test (SAT). An ACT or SAT test score is not required if the high school graduation date is more than two years from the date of matriculation.

Curriculum

The B.S. in Health Sciences program requires 131 semester credit hours. Students will receive an Associate of Applied Science (A.A.S.) degree in Exercise Science from LCCC by completing 61 semester credit hours. In addition to completing the A.A.S. degree, students complete another 36 semester hours of LCCC courses, primarily additional general education requirements for the Bachelor of Science degree. Students will also complete 34 semester credit hours of the University’s courses for the major. These courses include courses in substance abuse, community health, care and prevention of athletic injuries/illnesses, introduction to exercise science, exercise physiology and lab, motor learning and control, and exercises testing and prescription and lab. Students will also complete four additional University mission-specific general education courses. All major courses require a grade of a “C” or better.

Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. The University requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The University requires that all courses include comprehensive evaluations. Course objectives are evaluated through tests, labs, projects, assignments, and other established assessment measures within each course. Course objectives for each specific course, as listed in the program, are the same in every section that the courses are offered, including courses at the main campus and at the extension sites. The

formats and basic contents of the syllabi are contextually uniform. Each objective has an assessment instrument used to measure the increase in knowledge as identified in the objective. These tools include written exams and quizzes, papers, in-class experiential exercises including case studies, and presentations.

Program Assessment

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

Facilities (space, equipment, instructional materials)

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

The University has indicated that most of the classes relating to these courses will be taught on the campus of LCCC. Facilities include classrooms, offices, libraries, computer labs, meeting spaces, athletic facilities, and science laboratories located on the main campus. The University will work collaboratively to plan program schedules that are consistent with classroom space requirements of LCCC programs. LCCC is in compliance with all local, state, and federal regulations related to the operation of facilities used by the public. Two of the nine required health science courses will be taught online.

The proposed academic program requires a variety of instructional resources. The facilities of Lewis and Clark Community College are more than adequate in providing a well equipped library, several computer laboratories for student use, audio visual equipment, and ample classroom space for instruction.

Students will have access to two libraries: the main Library at LCCC and the Jung-Kellogg Library (the Library) on the main campus of the University. The Jung-Kellogg Library's resources and services have been adapted and extended to reach all the sites in the State of Missouri and beyond, by updating technology, investing, and providing the fastest most reliable online technology systems that meet the expectations of the faculty and students alike. At present the University's Library collection holds close to 100,000 items including books, periodicals, audio-visual materials used for enhancing classroom presentation, education lab collection, and several computer stations and lap tops for the use of online systems and life-long skills.

Faculty and Staff

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

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

One full time exercise science faculty member from the main campus at the University and one adjunct faculty member servicing the LCCC extension will be teaching and advising health science students matriculating into the University program from LCCC. An additional adjunct faculty member in the Godfrey, Illinois area will need to be hired. Applicants should have primary expertise in health or exercise science. Subspecialties may include, but are not limited to, exercise physiology, exercise testing and prescription, community health, and biomechanics. Previous university teaching experience, an earned Doctorate in Exercise Science or related area, and American College of Sports Medicine (ACSM) certification are preferred.

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. Missouri Baptist University has submitted fiscal plans indicating revenues will exceed operating expenditures in the first year of operation for this proposed degree program.

Accreditation/Licensure

Neither specialized accreditation of the proposed program nor licensure of program graduates is required. There are a number of certifications within the fitness industry that are available to students, some more prestigious than others, but none are required in order for students to become fitness instructors.

Program Information

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

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

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

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

Proposed Program Title: Bachelor of Arts in Business Administration in the Southern Region

Projected Enrollments: Morthland College in West Frankfort, Illinois projects enrollments of 15 students in the first year, rising to approximately 100 students by the fifth year.

Institutional Accreditation: Morthland College is seeking institutional accreditation from The Higher Learning Commission (HLC). 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 and History

Morthland College (the College) is a private, not-for-profit, post-secondary 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 for such a College of higher learning was real. 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 the Council for Higher Education Accreditation (CHEA), and a 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 institution 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 Illinois Board of Higher Education in October 2010. Once given degree granting authority, the College will begin the journey toward accreditation with The Higher Learning Commission.

The College is seeking authorization to grant a Bachelor of Arts (B.A.) in Business Administration. The College has currently enrolled 12 students in its Biblical Studies and Classics programs and saw 35 students enrolled in its summer education series.

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 program is 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 who 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 with a minimum score 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 at risk.

Curriculum

The B.A. in Business Administration at Morthland College provides a broad exposure to business principles and training in the context of a classical, Christian model. Students at Morthland College will complete the general education core curricula, Morthland College core curricula, including exposure to classical languages of Greek and Latin, a Biblical Studies core, and then the business core curricula culminating in a B.A. in Business Administration. The student pursuing a B.A. in Business Administration will master principles in economics, management, business communication, accounting, and organizational behavior. In their third year, the student will study advertising, marketing, finance, and business ethics. In the fourth year, students will be exposed to management information systems and strategic management. Due to the changing landscape of commerce and computer technology, the fourth year provides elective time for studies in entrepreneurship and e-business. The B.A. in Business Administration is meant to prepare the student to develop a business or to enter the workforce in a small, medium, or large business. Graduates of the program will demonstrate specified competencies, among which are to understand and be able to establish the legal and operational structure of a

business from its inception through maturation; diagnose problems within their organizations related to legal changes, technological innovations, and human behavior and exercise leadership to solve them; use effective verbal and nonverbal elements in presentations to market products and ideas in multiple formats; and act as responsible stewards by integrating the knowledge gained in their liberal arts education, particularly Bible/theology courses, with the real issues of business practices in a global economy.

In addition, graduates will be ready to serve in any organization, private or public, secular or religious, for-profit or not-for-profit. They will be equipped to deal with the issues of purpose; human, financial, and legal constraints; product/service creation; distribution channels; technology; and information. The program will prepare students in terms of developing critical thinking skills and learning more about human nature, market mechanisms, and political action. It provides valuable knowledge for those considering careers in business, ministry, teaching, government, law, and mass media, among others. It raises active and educated citizens able to preserve and enhance our human, political, and economic freedoms.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Morthland College 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 of dedicated professionals, chaired by the Coordinator of Institutional Assessment. The committee will oversee, monitor, and report assessments of College-wide projects. A Program Assessment Committee will participate and assist in the review process of plans and results. The review will be formal and 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 documentation for available classrooms, laboratories, a 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 work comp 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 with their conference rooms. The College has an agreement to use the West Frankfort Library (the Library), which is located at 402 East Poplar Street, and 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 for the use of its students. In addition to the West Frankfort holdings, Morthland College has purchased a Wilson Select online journal access, 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 25 students to one faculty member. As it currently stands, Morthland College is host to a faculty with 15 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 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.

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 our 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 that this initiative will double its 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 program.

Accreditation/Licensure

Morthland College is seeking accreditation with 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 it has 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 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 program 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 program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Rush University
1653 West Congress Parkway
Chicago, Illinois 60612
President: Larry Goodman

Proposed Program Title: Master of Science in Research Administration in the Chicago Region

Projected Enrollments: Rush University projects enrollments of 24 students in the first year, rising to a maximum of 30 students by the fifth year.

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

Background and History

Founded in 1972, Rush University (the University) is a not-for-profit University affiliated with Rush University Medical Center. The University includes Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. Rush University is seeking approval to offer the Master of Science in Research Administration in the Chicago Region. The Fall 2010 enrollment was approximately 1,900 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.

This program bridges the education and research missions of Rush University. The proposed program adheres to the mission of Rush University “to teach, study, and provide the highest quality healthcare, using a unique and multidisciplinary practitioner-teacher model for health sciences education and research, while reflecting the diversity of our communities in its programs, faculty, students, and service.”

Curriculum/Assessment

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

Admission

Applicants to the Master of Science in Research Administration program must have completed a bachelor’s degree from a regionally accredited institution, must submit scores from the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT), and must submit three letters of recommendation from persons who are knowledgeable about the quality of the applicant’s scholarly activities and/or work experiences. Courses in accounting, statistics, economics, and computer applications strengthen a candidate's application.

Curriculum

The Master of Science (M.S.) in Research Administration program prepares formally trained, advanced level personnel for research administration leadership positions at colleges and universities, government agencies, hospitals, non-profit agencies, and in industry. The program provides a unique online graduate education experience for current and future research administration professionals in all areas of research administration. Students in the program work with faculty and scientists to learn research methods, data analysis, and descriptive and inferential statistics in order to develop an understanding of how principal investigators design and perform research. As part of the program, students must complete an investigational research project in their chosen area of specialization to be submitted for publication and/or formally presented at an appropriate professional meeting, thus further advancing the profession of research administration. As a leadership program, the M.S. in Research Administration will provide graduates with the core competencies needed for practice as a research manager and provide the foundation needed to assume professional leadership roles in research administration. The program will require a minimum of 46 quarter credit hours (13 courses) of academic coursework taken at the graduate level. All didactic courses will be completed using the Rush University Learning Management System (RU-Learning) for Internet-based instruction. Students will complete courses in management principles and organizational theory; theory grants and contracts administration; research design and methods; project management; budgeting and fiscal management; statistics; legal, ethical, and regulatory compliance; and intellectual property and technology transfer. Students will also complete an investigational research project and students must choose an area of concentration in order to complete the three-course practicum series.

Assessment of Student Learning

Rush University has established policies for assessment of student learning outcomes. Detailed learning objectives are clearly identified for each competency. Courses are aligned with outcomes and are measured in a variety of ways through exams, practicum courses, and the research project.

Program Assessment

Rush University has established policies for program assessment. The Rush University College of Health Sciences uses a Program Review and Outcomes Assessment System (PROAS). Program outcome measures are specified. Data is collected through certification exam results, student learning outcome data, student evaluations, student conferences, employer surveys, and graduate exit surveys. A University Assessment Committee exists, and each program must submit an annual report on their assessment of student learning outcomes. The report includes the following: a list of all program outcomes; direct and indirect measures used by the program to assess learning; data that provides evidence of learning; and analysis of the data with a description of how the program has used assessment data for purposes of program improvement.

Facilities (space, equipment, instructional materials)

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

The facilities at Rush University are sufficient for the proposed program. Existing facilities, equipment, and support systems are in place to accommodate the addition of the new program. Rush University has an extensive library with the print and electronic resources necessary to support the proposed program. The primary facility to be used for the classroom, laboratory, administrative, and student service activities for this new program is the Armour Academic Center (the Academic Center). The Academic Center is the hub of most student activities at Rush University. The proposed program would use general purpose classrooms.

The McCormick Educational Technology Center (the Technology Center) offers over 100 computer workstations for students' use 24 hours a day. Scanners and printing are also available. The Technology Center also has a limited supply of laptop computers available for students to check out. The Armour Academic Center is equipped to accommodate basic wireless network access. An e-mail workstation is also available 24 hours a day, via the swipe card system, in the student lounge.

Rush University supports a Learning Management System (LMS) known as RU Learning, which was upgraded in January of 2010 to enhance the University to create custom learning paths for its students. RU Learning allows for delivery of course materials, slides, presentations, discussion boards, chat-rooms, virtual classes, testing, and evaluation in a fully integrated e-learning environment. Rush University also supports Camtasia Studio and Wimba Classroom, two Internet-based applications for recording and delivering presentations on the Internet to include creation of live virtual classrooms that allow visual interaction and audio discussion with students.

Faculty and Staff

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

There currently are no doctoral level programs in the United States for Research Administration. Consequently, almost all current research administrators hold less than the doctoral degree. While the University has sought doctorally prepared faculty for this program in areas such as education and general management, there are no such doctorally prepared people available to teach the more technical aspects of research administration. The University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed program. The University has carefully selected the faculty for their years of experience in research administration, advance degrees, and teaching experience.

Fiscal and Personnel Resources

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

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

Accreditation/Licensure

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

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 Rush University catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are in keeping with the other programs offered by the 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 Rush University and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**The Institute for Clinical Social Work
At Robert Morris Center
401 South State Street
Suite 822
Chicago, Illinois 60605
President: Martin Laub**

Proposed Program Title: Master of Arts in Clinical Counseling and Psychotherapy in the Chicago Region

Projected Enrollments: The Institute for Clinical Social Work projects initial enrollments in cohort groups of ten to 15 students, with subsequent new cohorts of up to 20 students per academic year.

Institutional Accreditation: The Institute for Clinical Social Work is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

Background and History

The Institute for Clinical Social Work (the Institute) was established in 1981 as the first and only accredited, independent school in the nation to offer a doctoral program in clinical social work. The program is designed specifically for clinicians. The Institute's contemporary psychodynamic perspective provides students with a comprehensive understanding of human motivation and behavior. From the Institute's inception, the focus has been on the development of clinicians to better serve a diverse community in the treatment of complex bio-psycho-social problems.

The Institute has recently moved its location to the Robert Morris Center to provide students and faculty with newly equipped classroom space and with a state-of-the art library and computer lab. The Institute's Fall 2010 enrollment was 98 doctoral 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 titles imply.

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

The proposed program is consistent with the Institute's mission to "prepare scholars and practitioners to advance knowledge in the field of clinical social work; to advance the quality of clinical social work practice and; to serve a diverse community through professional and academic contributions."

The objectives of this degree program are consistent with what the title implies. The program is designed to prepare students for careers in counseling and psychotherapy with a special emphasis on the integration of modern psychodynamic perspectives. The Institute's students are trained to become competent counseling and psychotherapy practitioners who are eligible for licensure in Illinois and many other states.

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

Each student admitted to the program must have a baccalaureate degree with a minimum grade point average (GPA) of 3.0 on a 4.0 scale from an accredited college or university. Applicants must also submit a written statement, two reference forms, and hold in-person interviews with faculty. The reference forms will include questions about the prospective students' competence in his/her major field, quality of training in fields related to the major subject area, ability to work with other people, ability to work independently, clarity of expression, emotional stability, and overall recommendation for admission into the Master of Arts (M.A.) in Clinical Counseling and Psychotherapy program.

Curriculum

Students are required to complete a total of a minimum of 54 hours (58 if the thesis is chosen) to earn the degree. The core curriculum for the program has been dictated by Illinois Title 68: Professions and Occupations Chapter VII: Department of Financial and Professional Regulation; Subchapter b: Professions and Occupations; Part 1375: Professional Counselor and Clinical Professional Counselor Licensing Act; and Section 1375.50: Approved Professional Counseling Programs. Title 68 requires a total of 48 semester credit hours with at least one course (3 semester hours) from each of the following core areas: Human Growth and Development; Counseling Theory; Counseling Techniques; Group Dynamics, Processing and Counseling; Appraisal of Individuals; Research and Evaluation; Professional, Legal and Ethical Responsibilities Relating to Professional Counseling, especially related to Illinois law; Social and Cultural Foundations; Lifestyle and Career Development; Practicum/Internship; Psychopathology and Maladaptive Behavior; Substance Abuse; Family Dynamics; and Practicum. Title 68 allows for additional classes in each of the above areas beyond the minimum one course. The Institute has developed additional courses in Human Development, Counseling Theory, Counseling Techniques, and Practicum to advance learning in these areas with a specialized focus on examining theory and practice from a psychodynamic perspective. In addition to these required 54 semester credit hours of coursework, four semester credit hours of electives will be offered in the Thesis Seminar.

Assessment of Student Learning

Academic assessment will occur throughout the program both in coursework as well as clinical practicum and field placement training. For their academic coursework, students will be assessed in two sequences: The Coursework Sequence and the Clinical Sequence. In their final semester, students will complete a comprehensive exam that will include both multiple choice and essay questions designed to assess their learning in the Coursework Sequence. They will be expected to demonstrate mastery of the objectives for the Coursework Sequence. Additionally, students will present a clinical case to the Case Presentation Committee as a means of evaluating their learning in the Clinical Sequence. Students will be evaluated on the basis of their written and oral presentations. They will be expected to demonstrate mastery of the objectives for the Clinical Sequence.

A crucial element of this training will be practically based with students working directly with mental health consumers throughout the duration of the program. Students will be assessed on numerous case presentations both in the academic setting at the Institute and on-site with clinical supervisors where they will be working with clients.

Program Assessment

Program review for the program will be ongoing and includes student and faculty course evaluations, in addition to an annual survey completed by students evaluating their experience in the program. The Institute also participates in the HLC's Academic Quality Improvement Program (AQIP) and regularly implements action projects and receives ongoing assessment and feedback from the HLC regarding academic and institutional goals, outcomes, and future quality improvement planning. Action projects can stem from student evaluations and program reviews. The Institute has also contracted with a program evaluation consultant who is responsible for managing the development of the various components of the program and incorporating means of outcome assessments.

Facilities (space, equipment, instructional materials)

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

In September of 2010, the Institute and Robert Morris University (RMU) signed a ten year Collaboration and Partnership Agreement. Under this arrangement, the Institute has been granted its own separate designated space on the 8th Floor of the Robert Morris Center. At this location, the Institute's administrative suite is comprised of eight offices/work spaces, along with a reception area, reading lounge, and conference room. In addition, the Institute has the use of classrooms running adjacent to its administrative suite. These classrooms are state-of-the art and fully equipped with audio and visual capabilities. Under this partnership agreement, the Institute's faculty, staff, and students also have access to the Robert Morris Library, computer lab, cafeteria, and fitness center. The Robert Morris Auditorium, with stadium seating for 175 people, is also available for special events, such as lectures, symposia, and commencement activities.

Students and faculty have full access to RMU's library holding. The Robert Morris Information Technology Library, which is located on the 7th Floor and covering nearly 24,000 square feet, provides a spacious and comfortable venue for students to meet in collaborative groups, conduct research, watch films, and engage in a number of other academic and social pursuits. Students have access to 35 of the most important online databases required for academic research. In addition to the nearly 200,000 volumes available in the Library's collection, students also have access to over 100 million items listed in four catalogs from which RMU librarians can request interlibrary loans.

Faculty and Staff

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

There is a faculty staff of three full-time and ten part-time in place to implement the program. All faculty members teaching in the proposed Master's in Clinical Counseling and Psychotherapy program have earned their doctorate degrees and have either taught in master's programs or worked with master's level students.

A Director of Clinical Field Training will be hired and will be responsible for developing and monitoring all training sites and will lead practicum seminar for students in field placements. This individual should also have a doctorate degree and previous experience with clinical operations and field instruction.

Fiscal and Personnel Resources

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

Based on expected enrollments of ten students in the first year of the program and cohorts of 15 in subsequent years, the Institute expects revenue to exceed expenses by \$125,000 - \$175,000 for each of the first five years. The range can be explained due to additional faculty hiring in years two and three.

Accreditation/Licensure

The Institute will seek accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for this program. This program plans to train psychotherapists who will be eligible for licensure at the master's level.

Program Information

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

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

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

Chamberlain College of Nursing
1221 North Swift Road
Addison, Illinois 60101
President: Jan Snow

Proposed Program Title: Doctor of Nursing Practice in the West Suburban Region

Projected Enrollments: Chamberlain College of Nursing has a projected enrollment of 100 students in the first year.

Institutional Accreditation: Chamberlain College of Nursing is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association (NCA).

Background and History

Chamberlain College of Nursing was originally founded in 1889 in St. Louis, Missouri, as Deaconess College of Nursing. This institution was purchased in March 2005 by DeVry, Inc. DeVry, Inc. also owns and operates DeVry University, a separate institution approved to operate and grant degrees by the Illinois Board of Higher Education (IBHE). In October 2006, Deaconess College of Nursing was renamed to Chamberlain College of Nursing (the College) to reflect plans for institutional expansion. Fall 2009 enrollment at the College was 669 students.

The College is requesting authorization to grant the Doctor of Nursing Practice (DNP) in the West Suburban 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(s) shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed DNP program is consistent with the mission of the College to provide quality and innovative healthcare education programs. The College offers programs with a historical foundation, broad general education, and clinical practice. The programs are designed to prepare graduates for professional practice in healthcare settings with skills in oral and written communication, critical thinking, appreciation of cultural diversity, holistic health, and the encouragement of lifelong learning.

Curriculum/Assessment

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

Admission

Prospective students must complete an application for admission and interview with a Chamberlain College of Nursing DNP admissions advisor. In addition, the proposed DNP program requires candidates to have a master's degree with a major in nursing from an accredited institution, an unencumbered nursing license as a registered professional nurse (RN), national certification as an Advanced Practice Nurse (nurse anesthetist, nurse practitioner, clinical nurse specialist, or nurse midwife), and a minimum cumulative grade point average (GPA) of 3.0 from the most recent program of study.

Curriculum

This program is an online program with a 30-credit curriculum. The DNP program curriculum incorporates eight Essentials of Doctoral Education for Advanced Nursing Practice of the American Association of Colleges of Nursing (AACN). The core and clinical courses are aimed at preparing graduates for clinical and leadership roles focusing on clinical practice that is specifically based on scientific underpinnings for practice; organizational and systems leadership for quality and improvement; clinical scholarship and analytical methods for evidence-based practice; information systems/technology and patient care technology for improvement and transformation of healthcare; healthcare policy for advocacy in healthcare; interprofessional collaboration for improving patient and population health outcomes; and clinical prevention and population health for improving the nation's health.

Assessment of Student Learning

Chamberlain College of Nursing utilizes an assessment structure that reviews the achievement of students through a collaborative administration, faculty, and student-centered model. This format is set up to encourage proactive response and to improve teaching and learning interactions. Direct assessment of programmatic objectives is conducted by evaluating student performance through testing, presentations, and clinical experience. As a practice-focused doctoral program, the proposed program places greater emphasis on practice, and less emphasis on theory, meta-theory, research methodology, and statistics than in research-focused doctoral programs. Rather than a knowledge-generating research effort, the student in this practice-focused program carries out a practice application-oriented “final DNP project” which is an integral part of the integrative practice experience. The program is completed with a capstone course that gauges the students’ abilities in fundamental, practical, and critical nursing skills.

Program Assessment

The College conducts program assessment on a system-wide basis and uses assessment data to further the College in areas of continuous quality improvement. Chamberlain College of Nursing has an extensive College Assessment Program (CAP) to assess and evaluate all aspects of the College. The program exists to identify, collect, and interpret data essential to the College’s decision-making and planning process. The CAP is both formative and summative in nature. The program represents a comprehensive approach to measure all aspects of the College and directs assessment of operation as well as interrelationships among these elements. Organization of assessment criteria includes the broad categories of educational culture, student achievement and educational effectiveness, faculty, integrity, mission and purposes, governance, internal consistency, resources, and students. The CAP identifies the criteria for assessment, the process and type of evidence, the time frames/intervals for evaluation, and the individual or committee responsible for evaluation.

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 College intends to offer the program online only. The program will emanate from the West Suburban Region and is available online through the Chamberlain College of Nursing campus located in Addison, Illinois. Students and faculty receive a number of Microsoft software products for a minimal charge for use in their work and study. Since the College plans to offer the DNP program online only, the campus requires no additional equipment. Current computer hardware (servers) will support online instruction.

Chamberlain College of Nursing offers appropriate learning resources to complement its online programs of study. Online library resources, multimedia, and other course ancillaries can be accessed through the online portal using a password. Chamberlain College of Nursing online students have access to several online databases on a 24 hour basis. These databases contain current, full-text articles from referred journals, as well as access to manuscripts and books in an electronic format. The St. Louis campus acquired the medical library, with a nursing emphasis, from Forest Park Hospital, and the library supports all of the Chamberlain College of Nursing campuses with materials and resources. The library resources included in the DeVry University catalog are also available to all Chamberlain College of Nursing students via the online public access catalog (OPAC).

The library staff at the St. Louis campus library purchase items that support all levels of nursing programs at Chamberlain College of Nursing; not only the Bachelor of Science in Nursing students on the St. Louis campus. All print items are available through intercampus loan and direct request from the library catalog. All major databases for nursing practice are available to students in the online College library.

Faculty and Staff

Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of faculty, staff and instructors shall reasonably ensure that the students will receive education consistent with the objectives of the program.

Chamberlain College of Nursing is in a position to adequately support the initial DNP online offerings through its recent hiring and attainment of educationally, experientially, qualified, doctorally-prepared faculty and a nursing director. Faculty to student ratios will not exceed 1:15 for theory courses and 1:10 for the practicum/project course.

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.

Financial plans submitted by the College indicate tuition revenues for the proposed program will exceed operating expenditures after the first year of operation.

Accreditation/Licensure

Chamberlain College of Nursing is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. In addition, the College holds accreditation for the Associate degree in Nursing (ADN) and the Bachelor of Science in Nursing (BSN) programs. The Bachelor of Science in Nursing degree program at the St. Louis and Columbus campuses and the Associate of Science in Nursing degree program at the Columbus campus are accredited by the National League for Nursing Accrediting Commission (NLNAC). The Bachelor of Science in Nursing degree program at the Addison, Columbus, Phoenix, and St. Louis campuses is accredited by the Commission on Collegiate Nursing Education (CCNE).

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 academic catalog of Chamberlain College of Nursing and other published materials provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for completion of the proposed program of study. The College's cancellation and refund policies are fair and reasonable, and publications include accurate statements about the College's accreditation. The College also provides information on limitations and transferability of earned credits to other institutions.

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

De Vry University - Illinois
3005 Highland Parkway
Downers Grove, Illinois 60515
President: David J. Pauldine

Proposed Program Title: Master of Public Health in the West Suburban Region

Projected Enrollments: The proposal projects an enrollment of 45 students for the first year, rising to 293 students by the fifth year.

Proposed Program Title: Master of Science in Education in the Chicago, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions

Projected Enrollments: The proposal projects an enrollment of eight students for the first year, rising to 47 students by the fifth year.

Institutional Accreditation: DeVry University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA). DeVry University has given the assurance that it will seek any programmatic accreditation for the Master of Public Health program once it is approved by the Illinois Board of Higher Education (IBHE). The Council on Education for Public Health (CEPH) was established by the Association of Schools of Public Health (ASPH) and the American Public Health Association (APHA) to accredit schools and programs offering graduate education in public health.

Background and History

DeVry University (the University) is a private for-profit institution founded in 1931 by Dr. Herman DeVry. The University started as a Chicago-based technical training school for students in electronics, motion picture, and radio. Its mission is to provide students with quality educational services for the many career-oriented programs offered. The University also focuses on career success by giving students a hands-on approach to learning and accelerated scheduling. Its undergraduate degree programs focus on business administration, computer engineering technology, computer information systems, electronics engineering technology, game and simulation programming, network and communications, and technical management. Its graduate programs include education, business, management, electrical engineering, educational technology, among others.

The University is seeking authorization to grant the Master of Public Health in the West Suburban Region and the Master of Science in Education in the Chicago, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions.

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 Master of Public Health (MPH) curriculum is consistent with objectives of the degree in that it provides a thorough overview of the broad public health profession and a specific area of specialization within the field or the opportunity to select a variety of public health topics. The MPH program is designed for those who are interested in a career or furthering a career in the assessment, policy, development, and assurance of disease prevention, as well as in promoting health in communities. The program offers concentrations in community and behavioral health, epidemiology, public health administration, and public health generalist.

The Master of Science in Education (MSED) curriculum is consistent with objectives of the degree in that it enables practicing teachers to increase skills and knowledge across specific teaching disciplines and levels, preparing them to assume greater leadership roles within a school or school system. The program is designed exclusively for K-12 teachers already holding teaching certification credentials. The program offers concentrations in curriculum leadership, educational leadership, and educational technology leadership. For students who wish to specialize in education without completing the entire MSED degree program, 18-semester-credit-hour graduate certificate options are available in these same three areas.

The proposed graduate programs are consistent with the University's overall mission to foster student learning through high-quality, career-oriented education integrating technology, science, business, and the arts. The University delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population.

The MPH program objectives include applying basic public health science and analytical skills to issues of population health and disease prevention in an ethical manner; applying the principles of epidemiology to assessing and addressing current public health issues; using healthcare management theory and research to develop solutions to real-world problems; interpreting global and local health priorities to propose policies and programs that can reduce health inequities; analyzing individual and community influences that impact public health status; evaluating interactions between individuals, communities, and environmental factors as they impact public health; and demonstrating a competence in a concentration area that focuses on: patterns in the inception and spread of illnesses; the management and administration of healthcare systems; designing and implementing community-health initiatives; or a general selection of public health topics.

The MSED program is designed to produce graduates who are able to evaluate major issues, proposals, policies, and reforms associated with contemporary K-12 education; analyze classroom and school-wide educational technology needs and propose approaches for deploying learning solutions that can use dynamic new media; evaluate and design formative monitoring with summative measures that are diagnostically rich; apply educational leadership principles to enhance professional development; and conduct academic inquiry and written individual or group project research that integrates the program's core and concentration courses.

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

Application and admission processes to DeVry University's graduate programs are explicit and well-defined. To be admitted to DeVry University's graduate school, applicants must hold a baccalaureate degree from a DeVry University-recognized post-secondary institution. This includes institutions accredited by United States regional accrediting agencies or selected national accrediting agencies, and international institutions recognized as the equivalent. International applicants must hold a degree recognized as equivalent to a United States baccalaureate degree. Applicants must also demonstrate quantitative and verbal skills proficiency. No specific undergraduate concentration or preparatory coursework is required for admission. Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (GPA) is 2.7 or higher (on a 4.0 scale) are eligible for admission. Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative GPA is below 2.7 must also achieve acceptable scores on the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the DeVry University-administered admission test. The DeVry University-administered test may be completed, by appointment, wherever the University's graduate programs are offered or through the DeVry University Assessment Center. GMAT and GRE test scores are valid up to five years from the date of the exam.

Curricula

The MPH program is a 45-semester-credit-hour program including required core courses, a selected concentration as listed below, a practical experience, and a capstone course. Its program objectives include applying basic public health science and analytical skills to issues of population health and disease prevention in an ethical manner; applying the principles of epidemiology to assessing and addressing current public health issues; using healthcare management theory and research to develop solutions to real-world problems; interpreting global and local health priorities to propose policies and programs that can reduce health inequities; analyzing individual and community influences that impact public health status; evaluating interactions between individuals, communities, and environmental factors as they impact public health; and demonstrating a competence in a concentration area that focuses on: patterns in the inception and spread of illnesses; the management and administration of healthcare systems; designing and implementing community-health initiatives; or a general selection of public health topics.

The MSED program requires successful completion of 36 semester-credit hours. Total program length varies based on the number of courses taken per eight-week session. For students who wish to specialize in education without completing the entire MSED degree program, 18-semester-credit-hour graduate certificate options are available in these same three areas. Generally speaking, the Master of Science in Education curriculum enables practicing teachers to increase skills and knowledge across specific teaching disciplines and levels, preparing them to assume greater leadership roles within a school or school system. The program is designed exclusively for K-12 teachers already holding teaching certification credentials. The program offers concentrations in curriculum leadership, educational leadership, and educational technology leadership.

Assessment of Student Learning

The College Assessment Program (CAP) is the assessment and evaluation processes used by DeVry University for its graduate programs. The primary purpose is to improve teaching and learning in the programs. The CAP aligns the student outcomes and creates an effective assessment and evaluation process. The CAP process requires collection and evaluation of data reflecting student achievement and accomplishment. The data, along with direct and indirect measures from faculty, students, employers, and alumni, is used to evaluate the programs and implement change as appropriate.

Program Assessment

The University has identified measures to review the overall effectiveness of its programs. It is the policy of DeVry University to review faculty performance on an approximately annual basis. The areas to be evaluated are the accountabilities specified in the faculty job description (teaching effectiveness, program involvement, professional development, and DeVry University service). The campus Programmatic Dean or Chair conducts the evaluation of faculty as part of an annual performance evaluation. It is the responsibility of each campus' Dean of Academic Affairs to review these evaluations and discuss faculty performance with the Academic Dean prior to being discussed with the faculty member. The Academic Administrator will accumulate annual review inputs for a faculty member to include, but not be limited to, class observations, student instructional feedback from data and comments, evaluation of non-teaching assignments and accountabilities, and the faculty member's narrative self-assessment statement.

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.

DeVry University has identified provisions for facilities suitable for instruction in terms of space and safety. Its campus libraries, in collaboration with those of the communities in which its programs are located, as well as its subscription to the available e-library and inter-library loan networks, are adequate for proper services to its clientele and proper delivery of instruction to its students. All DeVry University students enrolled in any program receive a library card with a library ID. They can access the library through the Internet. Students can search databases for research articles or books. If an article or a book is not available through the library database and resources, students may request a copy through interlibrary loan, and the library will borrow a copy of a book or will electronically access the article and forward it to the students.

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.

DeVry University has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support its proposed graduate programs. Most of the University's instructors have graduate degrees and experience commensurate with their fields of instruction.

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.

DeVry University has submitted fiscal plans indicating tuition revenue, as well as fees and other donations, will be sufficient to operate its expenditures in the first year of its proposed graduate programs.

Accreditation/Licensure

The Master of Public Health and the Master of Science in Education degrees do not require any accreditation and/or licensure at any of the identified proposed locations.

Program Information

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

The University has published materials available for students that provide information on degree programs, program requirements, and other information on the completion of degrees within the University. The University's cancellation and refund policies are fair and reasonable, and the University'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 DeVry University - Illinois 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.

Harrington College of Design
200 West Madison
Chicago, Illinois 60606
Chief Executive Officer: Erik Parks

Proposed Program Title: Bachelor of Science in Web Design and Development in the Chicago Region

Projected Enrollments: The proposal projects initial enrollments of 16 students, increasing to 142 students by the fifth year.

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

Background and History

In 1931, interior designer Frances Harrington traveled from New York to Chicago to provide lectures for interior design professionals and then expanded her offerings to the public by creating Harrington Institute of Interior Design. Harrington College of Design offers specialized associate degrees and/or Bachelor of Fine Arts degrees designed to help students prepare for a digital photography, interior design, or graphic design careers. Harrington College of Design was granted approval by the Illinois Board of Higher Education (IBHE) to offer its first baccalaureate degree in 1977, and now offers master's, baccalaureate, and associate degree programs.

Harrington College of Design (the College) is seeking approval to offer the Bachelor of Science (B.S.) in Web Design and Development at its campus in the Chicago Region. The Fall 2010 enrollment was approximately 1,001 students.

Mission and Objectives

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

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

The proposed program is consistent with the College's mission to provide preparation for digital photography, interior design, or graphic design careers.

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 has established admission requirements for students entering the proposed program. Harrington College of Design adheres to a rolling admissions process, in which completed applications are reviewed as they are received. All applicants are required to complete a personal interview with an admissions representative. In addition to a personal interview, the student's past academic experience and performance, as well as a personal statement of intent, are evaluated. Letters of recommendation and standardized test scores may be provided.

Curriculum

The B.S. in Web Design and Development program combines graphic design skills with technological skills and business practices to support the designer in developing social responsibility through an industry-current, skill-based curriculum. Using professional equipment provided by the College in conjunction with their own personal computers, students are given assignments that help them master the design logic necessary to apply creative problem solving techniques to technology to provide design solutions. In addition, the College's program seeks to develop a student's skills to adapt within the rapidly changing space of the Internet and associated technology. A portion of the coursework provides opportunities for students to assist not-for-profit organizations supporting the College's strategic plan to graduate students with social responsibility. A global perspective enhances the potential power of the student's work. Using a teaching model that incorporates collaborative learning within and among the other disciplines represented at the College, the students begin to work as the industry works. Students learn their craft while gaining an understanding of the larger world and the context in which they will put their skills to use. The coursework encourages students to develop an understanding of the society in which they live and the impact technology has on it.

Assessment of Student Learning

Harrington College of Design has established policies for assessment of student learning outcomes. Assessment of student learning is based on course, program, and institutional objectives. At the course level, students will be given a consistent departmental assignment sheet that includes a grading rubric along with important project information, such as the problem to solve, deadlines, and final presentation criteria. Projects are graded throughout the process, enabling students to experience the profession through weekly deadlines. The second level of assessment occurs at the sophomore review, conducted at the conclusion of WEB301: Advanced Web Design and Development. The senior level review is scheduled following the student's completion of WEB460: Collaboratorium. All six programmatic outcomes will be assessed in the senior-level work. Students must include a narrative describing why they feel a certain project best represents their design education progression. This allows the faculty to access the students' understanding of successful design and provides an opportunity for self evaluation.

Program Assessment

Harrington College of Design has established policies for program assessment. The assessment plan links course objectives to program objectives, institutional objectives, and the mission of the College. There are two major assessment points in the B.S. in Web Design and Development program. These points are at the sophomore level and at the senior level at the conclusion of the coursework in the capstone course.

In each instance, the student assembles a comprehensive e-portfolio with work from specific courses and a rationale for project selection and submits it to the Department Chair. The Department Chair assembles a panel of internal (faculty) and external (industry based) reviewers to provide feedback to the students. The reviewers use the faculty developed rubric to do an identity-blind assessment of the work of the entire cohort. Each student receives a copy of each reviewer's assessment, including the qualitative comments. In addition, both the scores and qualitative comments are aggregated and reviewed by the faculty and advisory board to determine trends and improvement opportunities. Assessment results are reported at the Assessment Summit, which is held three times a year.

Facilities (space, equipment, instructional materials)

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

The proposed degree program will be offered at the campus of Harrington College of Design. Facilities existing to support this program include 28 fully equipped classrooms and two Mac labs. All spaces are served by the College's wired and wireless network. The College's current facility has wireless coverage in all classrooms and administrative spaces. In addition, seven classrooms have been enhanced with an increased number of power connections to facilitate student laptop use for an entire studio class period. As additional laptop-intensive courses are created and scheduled, Harrington College of Design will equip additional classrooms with enhanced power connections. Additional investment in the areas of software and Internet-based services will be made to supplement current capabilities.

The College's library has the resources suitable for the proposed program. The library contains approximately 26,000 print items, 75 periodical subscriptions, 16,000 e-books, and 40 research databases. The College participates in the I-Share program, which provides additional resources from Illinois College Libraries.

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.

Harrington College of Design's faculty are practicing professionals in fields of interior design, photography, and communication design with academic credentials to teach students. Despite historic degree patterns within the fields of interior design, photography, and communication design, the College commits to having faculty with a terminal degree in the field of instruction. The rare exception to this policy would be made based on extensive experience in the profession in the field of instruction.

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

Accreditation/Licensure

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

Program Information

Criterion 1030.60(a)(6) provides that the information 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 Harrington College of Design catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

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

Pacific College of Oriental Medicine
7445 Mission Valley Road
Suite 105
San Diego, California 92108
Chief Executive Officer: John Miller

Proposed Program Title: Associate of Science in Massage Therapy/Asian Bodywork in the Chicago Region

Projected Enrollments: Pacific College of Oriental Medicine projects enrollments of 15 students for the first year, rising to approximately 20 students by the fifth year.

Proposed Program Title: Doctor of Acupuncture in the Chicago Region

Projected Enrollments: Pacific College of Oriental Medicine projects enrollments of 12 students in the first year, rising to approximately 30 students by the fifth year.

Proposed Program Title: Doctor of Acupuncture and Oriental Medicine in the Chicago Region

Projected Enrollments: Pacific College of Oriental Medicine projects enrollments of 12 students in the first year, rising to approximately 30 students by the fifth year.

Institutional Accreditation: The Pacific College of Oriental Medicine recently received Western States Schools and Colleges (WASC) eligibility status and passed a candidacy site visit in Spring of 2011. Programs at the California campus are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), a national specialty accreditation commission recognized by the United States Department of Education. Pacific College of Oriental Medicine's San Diego clinical doctoral program, the Doctorate in Acupuncture and Oriental Medicine (DAOM), received full accreditation in 2008.

Background and History

Pacific College of Oriental Medicine (the College) was founded in San Diego in 1986 to provide Oriental medical and body therapy education to students from around the world. Since its inception, the College has been at the forefront of educating students and working in conjunction with lawmakers and medical professionals to advance the standards of both the profession and the College's curriculum.

The mission of Pacific College of Oriental Medicine is to critically assess and present the theories and practices of Oriental medicine, together with its traditional and modern derivations, in order that its graduates may deliver the highest standards of patient care within their scope of practice. The College (San Diego, New York, Chicago) presents this body of knowledge to students in undergraduate and graduate degree programs, as well as certificate programs, and to practitioners through continuing education.

The College is seeking authorization to grant the Associate of Science in Massage Therapy/Asian Bodywork, Doctor of Acupuncture, and the Doctor of Acupuncture and Oriental Medicine in the Chicago Region. Statewide, the total enrollment for Fall 2009 was 218 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 Pacific College of Oriental Medicine to critically assess and present the theories and practices of Oriental medicine, together with its traditional and modern derivations, in order that graduates may deliver the highest standards of patient care within their scope of practice.

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 applicants to the Associate of Science degree to have a high school diploma or equivalent (for example, a General Educational Development Certificate or state certified high school equivalency exam) or completion of a two-year program acceptable for full credit to a bachelor degree program, and a 2.0 grade point average (GPA). Doctoral applicants must successfully complete a specified admissions portfolio. Educational and clinical preparedness, including minimum master's level competencies, are assessed through a series of five entrance examinations (*i.e.*, Clinical Science, Physiology, Ortho-Neurology, and two levels of case study exams.) Applicants must provide evidence of the potential to successfully complete a doctoral level program in Oriental medicine, demonstrate academic and clinical preparedness, demonstrate appropriate motivation level, and provide evidence of financial ability. Current licensure and experience are not required but is highly recommended. Non-licensed applicants are encouraged to attain licensure status before they reach the Advancement to Candidacy level (the fourth semester of the program).

Curricula

Associate of Science in Massage Therapy/Asian Bodywork

The Associate of Science (A.S.) in Massage Therapy/Asian Bodywork is a 69 unit, 1,200 hour course of study that provides a solid foundation for further academic study as well as eligibility for licensure in massage therapy. The A.S. program consists of a general education component and a core practical component. The general education component consists of 37 semesters. The massage curriculum includes 28 units of required classes and four units of electives. The A.S. program will be delivered with a combination of classroom, laboratory, clinical, and online teaching formats. Classroom lecture will be utilized for the majority of core didactic subjects. Lab format will be utilized for hands-on classes in massage techniques as well as lab portions of science courses such as Anatomy and Physiology. Online courses will be utilized for general education courses that rely heavily on reading and researching subjects online. The clinic serves as a lab for preparing students to enter professional practice.

Doctor of Acupuncture

The College's Doctor of Acupuncture offers a six-semester, 1,252.50 hour, 61.5 credit program of study. The program is composed of a series of courses in six tracks, in which each doctoral fellow completes 39.5 units of didactic coursework and 22 units of clinic courses. The overarching purpose of the proposed doctoral program is to foster self-directed learning and critical thinking within the framework of traditional Chinese medicine until it becomes a defining characteristic of the graduate's professionalism. The program further strives to broaden and deepen the practitioner's knowledge and skills in patient care. To accomplish this and its specific educational objectives, faculty present curriculum based on the integration of biomedicine with the modern and classical application of Chinese medicine. These topics are supported by Chinese medical language studies, research, and advanced clinical training. The key components of the program are tracks of course and clinical work in family medicine specialties, Chinese medical

language, Chinese medical classic texts, research, teaching skill development, and clinical practice and discussion.

Doctor of Acupuncture and Oriental Medicine

The College's Doctor of Acupuncture and Oriental Medicine is a six-semester, 1,252.50 hour, 61.5 credit program of study. The program is composed of a series of courses in six tracks, in which each doctoral fellow completes 39.5 units of didactic coursework and 22 units of clinic courses. The majority of classes are shared with the Doctor of Acupuncture program. The key components of the program are tracks of course and clinical work in family medicine specialties, Chinese medical language, Chinese medical classic texts, research, teaching skill development, and clinical practice and discussion. The primary difference between the programs would be the courses in the Chinese medical classics series. The overarching purpose of the proposed doctoral program is to foster self-directed learning and critical thinking within the framework of traditional Chinese medicine until it becomes a defining characteristic of the graduate's professionalism. It further strives to broaden and deepen the practitioner's knowledge and skills in patient care. To accomplish this and its specific educational objectives, faculty are to present curriculum based on the integration of biomedicine with the modern and classical application of Chinese medicine. These topics are supported by Chinese medical language studies, research, and advanced clinical training.

Assessment of Student Learning

The assessment processes include the course grades, comprehensive examinations, and exit interviews. Evaluation of program experiences (class projects, recitals, exhibits, portfolios, etc.) and multiple performance measures (quantitative and qualitative) are accomplished through standardized or other comprehensive examinations, including national certification examinations such as the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM).

Program Assessment

Pacific College of Oriental Medicine uses multiple methods such as formal electronic surveys, focus groups, and group meetings (Curriculum Advisory Committee, Department Chair, Student Council, and Administrative meetings) with all stakeholders at various levels. These regularly scheduled meetings provide for ongoing institutional assessment, improvement, and planning. New items are added to the College's strategic plan from assessment efforts, and the administration is very responsive to feedback. The College's evaluation procedures have been noted as a strength by the College's programmatic accreditation commission, ACAOM. Feedback from key stakeholders includes current students, alumni, employers, graduates, and faculty. The College maintains a regular cycle of self-study surveys to review institutional assessment and improvement for 14 ACAOM essential requirements. The surveys are completed online by five separate stakeholder groups: students, faculty, staff, alumni, and Board of Directors. This information is filtered into the self-study process of the College.

In addition to quantitative data, each survey solicits qualitative, open-ended comments that are collated by essential requirements.

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.

In January of 2011, Pacific College of Oriental Medicine began operating in a new location at 65 East Wacker Place in the Chicago Loop. This is the former site of the Adler School of Professional Psychology. The new campus has a total of 28,000 square feet of space, which is approximately double the size of the College's previous location at 3646 North Broadway. There are ten classrooms, 15 administrative offices, a clinic, a library, two tutoring rooms, one AV room, two conference rooms, a computer lab, leisure spaces, and ample storage. The site is Americans with Disabilities Act (ADA) compliant. There are four passenger and two freight elevators. The space allows for considerable growth, considering the previous 15,000 square foot facility accommodated the current student population of 260 students.

The clinic has 12 private treatment rooms, a clinic consultation room, an herb room, a biohazard/equipment cleaning room, several hand washing stations, a large clinic administrative office, and a waiting room with seating for up to 20 people. The Library/Learning Resource Centers provide both print and non-print (audio-visual materials and computer software CDs, DVDs, and databases) to meet the instructional and educational needs of faculty, students and staff. San Diego developed a library webpage in 2003 to give all the campus libraries access to electronic online health information databases, full text journals, e-books, media, and tutorials. All three campuses can access the library's holdings electronically via the Internet. In 2010, the Chicago campus was awarded a second grant from the National Network of Libraries of Medicine (NN/LM) to help fund its electronic funds transfer system that will streamline its interlibrary loan procedures. Instructional library brochures, distributed to all campus libraries, help students and users conduct their searches and are useful for health information literacy instruction.

In December 2003, the San Diego Library received membership in the NN/LM and participates in the document delivery program to share interlibrary loans and provides full-text documents to its users. It was recently renewed until 2011. New York joined the NN/LM in 2007, and Chicago joined in 2008. All the libraries belong to the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) library section and to other local consortia/professional library groups. In 2010, the Chicago campus library was awarded a grant for an Outreach Express Award from NN/LM in order to offer health information outreach to its community partners.

Faculty and Staff

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

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

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 Pacific College of Oriental Medicine. The College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures for the proposed degree programs.

Accreditation/Licensure

Pacific College of Oriental Medicine is institutionally accredited by the Accreditation Commission of Career Schools and Colleges (ACCSC). The College's programs that are accredited by this body include a Master of Science in Traditional Oriental Medicine, a Bachelor of Science in Asian Holistic Health and Massage, an Associate of Applied Science in Massage Therapies and a Massage Therapy/Asian Bodywork certificate program. The master's degree is also professionally accredited by the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM). An application for accreditation for the proposed doctoral programs will be submitted to ACAOM upon approval of degree granting authority by the Illinois Board of Higher Education (IBHE). ACAOM has developed the standards for the accreditation of doctoral programs in acupuncture and Oriental medicine, and ACCSC does not grant doctoral level accreditation. The doctoral program at the College's San Diego campus is accredited by ACAOM, and the application materials for Chicago's doctoral programs are ready for submission. Because the College has already achieved this accreditation at the San Diego campus, it expects to be in full compliance with accreditation standards at the time of application.

The current level of education required to practice as a licensed acupuncturist is a master's degree or equivalent. The demand for doctoral-level education in acupuncture and Oriental medicine has grown out of the profession's drive towards increasing levels of rigor, responsibility, and recognition. Members of the various professional organizations have debated for many years with a general recognition that doctoral level training and certification will eventually become a requirement to practice. The College has stayed ahead of this development by becoming one of few schools to train the profession's future leaders by offering advanced training. Graduates of such programs have gone on to become educators, administrators, and leaders of the profession. Pacific College of Oriental Medicine is institutionally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). An application for accreditation for the proposed Associate of Science in Massage Therapy/Asian Bodywork program will be submitted to ACCSC upon approval of degree granting authority by IBHE.

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 Pacific College of Oriental Medicine 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Dan EL Institute of Higher Learning Authorization to Grant the Bachelor of Arts in Christian Leadership and the Master of Arts in Global Missions and Evangelism in the South Metropolitan 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 Mid-America Baptist Theological Seminary the Certificate of Approval and Authorization to Operate in the Central 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 Missouri Baptist University Authorization to Grant the Bachelor of Science in Health Sciences in the Southwestern 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 Morthland College Authorization to Grant the Bachelor of Arts in Business Administration in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Rush University Authorization to Grant the Master of Science in Research Administration in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to The Institute for Clinical Social Work Authorization to Grant the Master of Arts in Clinical Counseling and Psychotherapy in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Chamberlain College of Nursing the Authorization to Grant the Doctor of Nursing Practice 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 DeVry University - Illinois Authorization to Grant the Master of Public Health in the West Suburban Region and the Master of Science in Education in the Chicago, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Harrington College of Design Authorization to Grant the Bachelor of Science in Web Design and Development in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Pacific College of Oriental Medicine Authorization to Grant the Associate of Science in Massage Therapy/Asian Bodywork, the Doctor of Acupuncture, and the Doctor of Acupuncture and Oriental Medicine in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

