

**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 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:

Lindenwood University (MO) – Belleville Campus

- Bachelor of Science in Biology in the Southwestern Region

Maryville University of Saint Louis (Operating Authority)

- Master of Business Administration in the Southwestern Region

New Leaders (Operating Authority)

- Administrative Certificate with a Principal Endorsement in the Chicago Region

Northwestern Institute of Health and Technology

- Operating Authority in the North Suburban Region

Valparaiso University (Operating Authority)

- Master of Business Administration in the Chicago Region
- Masters in Health Administration in the Chicago Region
- Masters of Ministry Administration in the Chicago Region

For-Profit:

Midstate College

- Bachelor of Arts in Law and Social Justice in the Central 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 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 six institutions.

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

Proposed Program Title: Bachelor of Science in Biology in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 20 students in the first year rising to approximately 100 students by its fifth year.

Institutional Accreditation: Lindenwood University, founded in 1827, is a member of and/or accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Accreditation Council for Business Schools and Programs, the Council on Social

Work Education, the Commission on Accreditation of Athletic Training Education, the Missouri Department of Elementary and Secondary Education, and is fully endorsed by the Society for Human Resource Management. Programmatically, Lindenwood is a member of the Teacher Education Accreditation Council and the Council for Higher Education Accreditation.

Background and History

Lindenwood University (the University) and Missouri and Belleville civic leaders came together to birth the Belleville campus of Lindenwood University in 2001. Following key partnership agreements and state approval, the University took ownership of the former Belleville West High School campus in 2003. That same year, the University launched Master of Arts degree programs in education and educational administration. Other programs were launched through the school's College for Individual Education (LCIE) program, an evening-based accelerated format designed for working adults. By 2004, the University had received approval to offer both Bachelor's and Master's degree programs in business administration, human resource management, corporate communication, criminal justice, and professional counseling. In addition to strengthening the school's academic offerings, the University engaged in an aggressive campus restoration campaign. Since the beginning of 2011, the Illinois Board of Higher Education has approved programs at the Belleville Campus in Accounting, Acting, Advertising and Public Relations, Elementary Education, English, Finance, Interactive Media and Web Design, Marketing, Mass Communications, Physical Education, Psychology, and Sport Management.

Lindenwood University is seeking Board authorization to grant the Bachelor of Science degree in Biology. The University's Fall 2010 enrollment for the Belleville campus was approximately 1,100 students, with total enrollment for the University over 17,000 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 University's mission to offer values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community – and to providing an integrative liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning.

Curriculum/Assessment

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

Admission

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

In addition, the applicant must submit a personal resume indicating community service, youth leadership, clubs, organizations and non-academic experiences; a personal essay including why the prospective student wishes to further his/her education, his/her long-term goals, or a specific experience in his/her life; official transcript indicating graduation from the last high school attended or home school program; a copy of the student's General Education Development (GED) certificate in lieu of the high school transcript. Transfer students who have successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree may not be required to submit their high school transcript. Candidates who do not have a high school diploma or its recognized equivalent must achieve a passing score on an approved "ability to benefit" assessment test. Provisional admission to the University may be granted by the Dean of Admissions on the basis of facsimile copies of high school transcripts, ACT/SAT scores, GED scores, and/or other university transcripts.

Curriculum

The Bachelor of Science in Biology has utility for students considering a variety of career opportunities. Many students who elect to major in biology are interested in pursuing careers in health care, such as physician, dentist, physicians' assistant, or clinical laboratory scientist. The program consists of 128 semester credit hours: 41 credit hours are in general education courses with either 64 or 65 credit hours required in the Biology Core depending on the curriculum option selected by the student. The required Core includes courses in General Biology (I & II), Plant Biology, Animal Biology, General Ecology, Cell Biology, Genetics, Evolution, Senior Seminar, Senior Synthesis, General Chemistry (I, II, & III with labs), and Organic Chemistry (I & II). Students are given an option of taking either Survey Calculus and Physics (I & II) (11 hours) or Calculus (I & II) (10 hours). Students are required to complete 10 or 11 Biology-elective credit hours at the 200 level or above.

Assessment of Student Learning

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

The University's Comprehensive Academic Assessment Program (CAAP) plays an important role in making this happen by creating a culture of continuous improvement. The CAAP, created in the latter part of the 1991-92 academic year, is a growing part of the University culture of learning and improvement. As it currently stands, CAAP embraces five areas: 1.

General education; 2. Undergraduate majors and programs; 3. Graduate programs; 4. Extension campus sites; and 5. Non-academic components of the University's programs, which focus on two areas: the residential life program, which affects students residing on campus; and the campus life program in general, which affects all students, both residential and commuter. Faculty members in all areas stay current in their disciplines and understand the needs of the workforce. Surveys to employers are used to determine the skills and knowledge level of our students upon graduation and entrance into the work world. Students attend undergraduate research symposiums and are able to network with students and faculty members, as well as guests at the conferences, to discuss the types of skills desired by employers. Finally, each student has an academic advisor who is a full-time professor. These professors take seriously the need to prepare their students for life beyond graduation.

Program Assessment

The University has identified various measures to review the overall effectiveness of its programs. The University utilizes committees within the University to monitor a continuous development of its curricula, program activities, and the preparation of students for employment. The proposed program is reviewed individually as part of the institutional accreditation review cycle. In addition to this comprehensive review, annual reviews of program strengths and weaknesses are conducted. The review solicits input from students, faculty, and employers of graduates. Measures used for continuous review of the programs include: pass rates on examinations; percent of graduates employed in the field; career advancement of students; student and employer satisfaction with the program; percent of students involved in research projects; and percent of students presenting or publishing papers.

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 all of the classes relating to this program will be taught on the campus of Lindenwood University - Belleville campus. The University houses spacious classrooms, computer laboratories, office spaces, and a library. There are various constructions and renovations currently taking place in and around the campus area, including several office spaces, gymnasias, science laboratories, dormitories, cafeteria, sports facilities, a theater, computer labs, and other proposed facilities. The University provides more than an adequate number of classrooms for all of its proposed programs. The University has given the assurance that while students have access to the Lindenwood University – Belleville college library, they will have remote access to the Lindenwood University – St. Charles library from outside the campus area, plus an elaborate on-line library system. Each of the facilities is appropriate for their intended use. The University has given the assurance all facilities are in compliance with local, state, and federal safety regulations, including compliance with the Americans with Disabilities Act (ADA) stipulations. The University security system is adequate. With 26 armed uniformed officers and a fleet of non-armed personnel patrolling the campus all the time, and many security/surveillance cameras, the facilities are free of the crime and violence often associated with higher institutions located in the heart of mid and large size cities.

Faculty and Staff

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

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

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

Neither accreditation nor licensure of program graduates is required for the proposed program in Biology.

Program Information

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

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

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

Maryville University of Saint Louis
650 Maryville University Drive
St. Louis, Missouri 62225
President: Mark Lombardi, Ph.D.

Proposed Program Title: Master of Business Administration in the Southwestern Region (Operating Authority)

Projected Enrollments: Maryville University of St. Louis has projected enrollments of 15 students in the first year rising to approximately 65 students by its fifth year.

Institutional Accreditation: Maryville University of Saint Louis is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Additional HLC approval will need to be obtained prior to beginning online delivery of the MBA. The Business Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

Background and History

Maryville University of Saint Louis (the University) was founded in 1872 by the Religious of the Sacred Heart, an order established in France by women dedicated to excellence in education. One of the oldest private institutions in St. Louis, Maryville was originally an academy for young women and was located in South St. Louis. The academy evolved into a junior college and became a four-year college in 1923. It became Maryville University of Saint Louis in June 1991. The institution's visionary grasp of the growth potential of West St. Louis County sparked its purchase in the late 1950's of 290 acres adjacent to U.S. 40 and Woods Mill Road. The dedication of the new campus on this site in 1961 marked the beginning of Maryville's mission as a community-focused institution grounded in the liberal arts. The University has been an independent institution of higher learning since 1972. Over the past 35 years, the University has become an independent, coeducational university responding to the educational needs of the community in both liberal arts and professional programs for traditional-aged, residential students and working age adults.

The heritage bequeathed to the University by the Religious of the Sacred Heart includes a commitment to the education of the whole person through programs designed to meet the needs of traditional and non-traditional students offered in day, evening, weekend and blended formats. The University has a commitment to providing an excellent, challenging, mentoring education where students are free to explore issues of ethics, spiritual place and questions of conscience.

Maryville University of Saint Louis is seeking the initial authorization to operate and authorization to offer the Master of Business Administration in the Southwestern Region. The University's Fall 2010 total enrollment was approximately 3,700 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 University's mission to offer an innovative liberal arts education leading to excellent academic and professional programs in the Arts and Sciences, Health Professions, Education and Business and prepare students for a life of engagement, achievement, and global awareness in multiple fields of endeavor. The proposed program is consistent with the four major themes of the University: Proclaim the Maryville University story, create an engaging campus culture, build a campus for the future, and strengthen the Foundation of the University.

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

In addition to a completed application and fee, prospective students must submit transcripts from all undergraduate institutions attended, a letter describing the reason the student is pursuing a MBA, and Graduate Management Admission Test (GMAT) results. Students must have completed a four-year bachelor's degree from a regionally accredited institution. The GMAT may be waived if the student has an undergraduate business degree with a cumulative grade point average (GPA) of 3.0 or higher, or if the student has another earned master's degree. International students must submit a TOEFL score of 550 (paper based) or 85 total with minimum scores in speaking (23), writing (20), reading (21) and listening (21). If classroom space is available, civilians from the community may enroll in the program.

Curriculum

The University will provide a Master of Business Administration (MBA) through face to face and distance learning formats. The program will provide a strong foundation across business, management, marketing, accounting, finance and economic disciplines that will provide the student the tools to think and act strategically in a fast-paced and continuously changing environment. The program consists of 36 required semester credit hours. Two courses, Financial Accounting and Business Statistics, are foundation courses and may be required if a student does not have an undergraduate degree in business. The required courses include courses in organizational behavior, business economics, managerial accounting, strategic marketing, global business, corporate financial policies, business ethics, the legal environment of business, and a capstone business policies course.

Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. It is committed to providing critical and objective assessment of its students and their learning. The University requires measurable competency-based learning outcomes be identified for each

program. Course objectives are evaluated through tests, labs, papers, projects, assignments, and other established assessment measures within each course.

Program Assessment

The University has identified institutional structures in place for ongoing assessment and program review. The University utilizes a Leadership Council Review of external corporate partners, a review by the University Assessment Committee, the Dean's Council, a Graduate Policies Committee and a School of Business Graduate Review Committee as groups committed to ongoing assessment of the program and its curriculum.

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 facility to be utilized for MBA classes delivered on site at Scott AFB is the Air Force Base's Education Center located at 404 W. Martin St., Bldg. 1650, Scott AFB, IL 62225-1607. Other universities and the Air Force deliver classes in the Education Center, which complies with local, state and federal ordinances/laws for use as an educational facility. The equipment used by the Maryville adult enrollment specialist who will be onsite at Scott AFB to support MBA students will be networked with the Maryville University main campus enterprise system Datatel/Colleague, enrollment management system Hobsons EMT Connect/Apply Yourself, and ImageNow, the University's document imaging system. Maryville faculty will access the university course management system, Desire2Learn, via Charter Internet services that are shared on a pro-rated basis by each of the universities providing instruction onsite at Scott AFB. Faculty will use either the instructor's computer supplied in the classrooms or will use their own laptop computer as desired. The Maryville University Library will supply all library resources needed for delivery of the MBA program at Scott AFB in addition to the MBA students served on campus. No additional resources will be required to support the MBA program at Scott AFB.

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 in order to provide instruction at the University. The University adheres to a faculty credential hiring requirement of doctorate degree in the field of instruction for faculty teaching in the program.

Fiscal/Personnel Resources

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

The proposed program is consistent with existing programs offered at the University. Maryville University at Saint Louis has submitted fiscal plans indicating revenues will exceed operating expenditures in the first year of operation for the proposed degree program.

Accreditation/Licensure

While programmatic accreditation is not required, the Business program is accredited with the Accrediting Council of Business Schools and Programs (ACBSP). No licensure of program graduates is required for the proposed program.

Program Information

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

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

Staff Conclusion. The staff concludes that Maryville University of Saint Louis and its request for the Certificate of Approval and Authorization to Operate 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.

New Leaders

30 West 26th Street, Second Floor

New York, New York 10010

Chief Executive Officer: Jean Desravines

Proposed Program Title: Administrative Certificate with a Principal Endorsement in the Chicago Region (Operating Authority)

Projected Enrollments: New Leaders projects enrollment of approximately 35 students.

Institutional Accreditation: New Leaders (the Institution) is a national non-profit that recruits, selects, and trains school leaders for high-need public schools. It is not an institution of higher education that grants degrees and does not plan to seek accreditation. It is seeking certification authority in order to recommend candidates for the Illinois State Board of Education's (ISBE) administrative certification with a principal endorsement.

Background and History

Founded in 2000 by a team of social entrepreneurs consisting of former school administrators, teachers, business leaders, and education policy experts, New Leaders is a national non-profit that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country. The Institution, legally New Leaders, Inc., previously known as New Leaders for New Schools, prepares educators to become

principals in low-income communities across the country. Their program, the Aspiring Principals Program (APP), trains tomorrow's principals to turn around underperforming schools and the lives of the students who attend them.

Since its founding, the New Leaders community has grown from 13 educators trained in two cities to more than 800 educators trained in 12 urban areas. Nationwide, alumni currently serve a quarter of a million students in Baltimore and Prince George's County, MD; Charlotte, NC; Chicago, IL; Memphis, TN; Milwaukee, WI; New Orleans and Jefferson Parish, LA; Newark, NJ; New York, NY; the Bay Area, CA; and Washington, D.C.

School leaders trained by New Leaders in Chicago have been tapped to lead enhanced portfolios of schools, thus expanding their impact on student achievement for Chicago's students. Currently, 11 New Leaders graduates are serving Chicago Public Schools (CPS) as Chiefs of Schools, Deputy Chiefs, or oversee a portfolio of schools in a role with an organization that partners with CPS, like the Academy for Urban School Leaders (AUSL) and Education Management Organizations (EMOs) across the city.

Recent changes to the principal endorsement process through the State Board of Education require any program offered in whole or in part by a not-for-profit entity must be approved by the Board of Higher Education [105 ILCS 5/21-7.1]. As a result, the institution and the program require Board approval.

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 principal endorsement program is consistent with the Institution's mission: to "ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed."

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

New Leaders recruits current and former educators who possess an unyielding belief and sense of urgency to ensure all students achieve academically at high levels, instructional expertise in a K-12 classroom, and exceptional leadership and strategic management skills. Admission criteria are a competency based; no minimum GPA or equivalent is required. Prospective candidates are evaluated on the following: belief and urgency that all students will achieve college success; relentless drive to achieve results; adult leadership; student achievement results; personal improvement; project management; and interpersonal leadership. All candidates for entry into New Leaders Chicago Program must meet Illinois' minimum state eligibility requirements as outlined by ISBE including passage of the Basic Skills Test.

Once accepted, the candidate's costs are paid for and there is no tuition. In return, each program graduate makes a six-year commitment to serve in the partner city.

Curriculum

Blending academic coursework with a full-time, medical-style residency in urban public schools, the foundational year training program offers candidates, referred to as Residents, the opportunity to hone the skills they will use in the principalship under the guidance of expert educators. All learning experiences are grounded in New Leaders' Urban Excellence Framework (UEF). APP combines rigorous coursework with a year-long Residency experience. Supported by a mentor principal and a leadership coach, Residents serve on school leadership teams and are directly responsible for raising student achievement by leading teachers and advancing school-wide goals. After completing the Residency year, Chicago participants enter the Principal Institute that consists of expertly-facilitated professional learning community sessions as well as coaching support. Strategies are aligned to Interstate School Leaders Licensure Consortium (ISLLC) Standards, Illinois Professional School Leaders Standards, and CPS Principal Competencies.

The program includes over 300 contact hours of coursework, local resident sessions/instruction and group support and virtual learning in addition to a yearlong Residency. Residents present and learn about key local operational and practicum topics; learn and practice new skills; continue working on skills introduced in the national course content above; attend workshops; listen to and interact with various experts in the field; and receive and give advice to their colleagues. They receive instruction on key technical areas specific to the Chicago APP and CPS such as: 1) budget, 2) union contracts, 3) school law—including topics affecting CPS, 4) human resources policies and procedures, 5) scheduling, 6) facilities and 7) technology. For more topics covered in the local resident sessions, please see the course catalog. APP candidates are placed in schools in CPS to work alongside a successful mentor principal, receive ongoing coaching and attend meetings with fellow Residents. Residents gain experience and leadership opportunities as part of a leadership team. Residents serve in their resident schools for approximately 1,000 hours during the school year.

Coursework is focused on candidate knowledge and skills in such areas as literacy, mathematics, building school culture and driving teacher effectiveness. Residents attend biweekly local cohort meetings to participate in "action research," which consists of reflection, group problem-solving, and support. Residents present and solve case studies based on the challenges they experience in their Resident schools.

Assessment of Student Learning

New Leaders conducts formal assessments of Residents during their Residency year. These assessments focus on particular practices named in the UEF that New Leaders has found to be high leverage and measurable during the Residency year. New Leaders uses these assessments to not only differentiate the training for individual aspiring principals but to inform and improve the overall Residency training and support model.

Program Assessment

New Leaders employs data-driven program assessment focused on results and continuous improvement. Measures including program completion, placement in leadership roles after the principalship, retention in school leadership positions, and the student outcomes in schools led by

New Leaders are constantly tracked. New Leaders conducts assessments (at admissions, beginning of Residency year, mid-year, and end-of-year) aligned with the Urban Excellence Framework, which in turn is aligned to the ISLLC and Illinois Professional School Leaders standards. This work is led by the organization's Strategy and Knowledge Development (SKD) Team and includes a rigorous external evaluation of outcomes, internal program evaluation, and continuous program review cycles to drive ongoing improvement.

The SKD team conducts annual formal program evaluations to determine whether the program is being implemented as intended and is having the desired immediate and long-term results. The organization administers participant surveys at the end of each learning session and annual surveys at the end of the year to all New Leaders community members (including Residents, Principals, mentor principals, and other school leaders). Also collected are program data, including attendance and engagement data, admissions assessments, resident assessments, residency site assessment data, school diagnostic scores (for principals involved in Principal Institute), and entry planning data (for first year principals). SKD creates interim data summary reports (that consolidate results across data streams and highlight key findings) and annual evaluation reports.

New Leaders is engaged in a five-year, comprehensive external evaluation led by a research team from the RAND Corporation. RAND has designed a longitudinal, rigorous, and sustained research project that will measure the impact of the New Leaders model and drive continuous improvements in the training and support provided to New Leader Principals and their schools. The study will produce both summative and formative results and will conclude in 2014 with a final report including academic achievement data through Spring 2012.

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.

As a non-profit organization that is not an Institution of Higher Education, New Leaders delivers course content in both traditional and non-traditional educational settings. As such, facilities are not leased on a long-term basis. Space is rented based on the type of delivery of the courses, the number of candidates and the needs of the course. New Leaders currently has a contract with National Louis University to use their facilities to deliver course content in Chicago. The space can be adapted to be used as a large meeting room or smaller classrooms as needed. Space is used in other parts of the country. Last year, New Leaders used 40 classrooms and meeting spaces in seven buildings on the Boston University (BU) campus to provide summer course content to all candidates, including our Chicago program candidates.

New Leaders staff and students meet at the Chicago New Leaders office where they have access to conference and office space to accommodate both one-on-one meetings in addition to local group Resident sessions and faculty meetings. Staff and students meet at New Leaders Resident sites throughout the year. The faculty and staff visit New Leaders in their Residency sites to observe their leadership in action, hold meetings with Mentor Principals, and to conduct school visit professional developments. Coaches visit the Residents at their sites at least twice a month where they have access to one-on-one meeting space.

New Leaders does not have a library, but candidates have access to 21st century resources such as EPIC Knowledge System, online materials, virtual learning sessions, and books. All necessary course and instructional materials (books, course packets, etc.) are provided

to candidates at no cost. Rather than lend materials through a library, New Leaders provides materials directly to students on a permanent basis. Research staff is a resource for candidates. Research staff subscribes to Table of Content alerts from all major relevant journals such as *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, *Journal of Educational and Behavioral Statistics* and *Educational Administration Quarterly* in addition to alerts from major publishers such as Harvard, Corwin, Jossey-Bass. Research staff shares relevant articles and books to faculty who can integrate the resources as part of course materials. Additional reference and professional development materials are available to candidates at the New Leaders Chicago office. All materials are available to current and matriculated candidates through informal means as well as through structured outreach in the form of Principal Institute, professional development sessions, and local and national summits.

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.

New Leaders is committed to hiring highly qualified instructional staff. The national program director brings extensive professional experience and is doctorally-qualified. The highly professional and nontraditional nature of the program necessitates the use of part-time faculty working in the profession. Faculty are selected based in part on resume qualifications and on a proven record of expertise as demonstrated at national conferences, universities and learning institutions such as school systems. New Leaders faculty provides course instruction, coaching support and design and deliver curriculum and course content. Full-time faculty include national and local staff who design curriculum and course content in addition to providing course instruction and/or coaching to APP candidates. Adjunct faculty includes content and field experts who provide course content based on their expertise. National adjunct faculty provide course content to all New Leader candidates across all program sites; local adjunct faculty provide the differentiated local curriculum content based on the needs and context of the program site.

Fiscal/Personnel Resources

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

New Leaders has submitted fiscal plans indicating revenue from foundations, corporations, individuals, and public sources both at the national and local level exceeds and will continue to exceed operating expenditures.

Accreditation/Licensure

New Leaders is a national non-profit that recruits, selects, and trains school leaders for high-need public schools. Because it is not an institution of higher education that grants degrees, it is not accredited nor does it plan to seek accreditation. However, New Leaders is seeking certification authority in order to recommend candidates for the Illinois State Board of Education's (ISBE) administrative certification with a principal endorsement. Recent changes to the principal endorsement process through the State Board of Education require any program offered in whole or in part by a not-for-profit entity must be approved by the Board of Higher

Education [105 ILCS 5/21-7.1]. As a result, the institution and the program require Board approval.

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.

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

Staff Conclusion. The staff concludes that New Leaders 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.

Northwestern Institute of Health and Technology
3432 Oakton Street
Skokie, Illinois 60076
President: Jenita P. Julian

Seeking Operating Authority: North Suburban Region

Projected Enrollments: Northwestern Institute of Health and Technology projects enrollments of 50 students in the first year, rising to approximately 100 students by its fifth year.

Institutional Accreditation: Northwestern Institute of Health and Technology is accredited by the North Central Association, Commission on Accreditation and School Improvement (NCA-CASI).

Background and History

Northwest Institute of Health and Technology (the Institute) began operations in 2000 as Information Technical Institute in Chicago and in 2002 received approval to become a training provider for the Workforce Investment Act and the National Health Career Association. In 2004, the Institute officially changed its name to Northwestern Institute of Health and Technology. In 2006, the Institute received Illinois Department of Financial and Professional Regulation approval for the Practical Nursing Program and was granted candidacy status by the North Central Association, Commission on Accreditation and School Improvement (NCA CASI). The Institute received full accreditation in 2009. In 2011, the Institute received Illinois State Board of Education approval to open the Skokie campus. Northwest Institute of Health and Technology is seeking Board authorization to operate as a postsecondary institute in the North Suburban Region.

Mission and Objectives

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

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

The proposal is consistent with the Institute's mission "to graduate competent and compassionate professionals who are ready to tackle the challenges of healthcare industry in the years ahead" and the vision to "become the catalyst for change for those who are seeking a better way of life by becoming a higher-learning institution that offers affordable, accessible, and in-demand healthcare-related education for all." The proposal is consistent with the goals of integrating the concepts of health and its impact on the individual, the environment, and the community as a whole, providing an advanced bridge training for existing licensed practical nurses, preparing the student to academically qualify for admission and pass the National Council Licensing Examination-Registered Nurse (NCLEX-RN) examination, and producing the highest quality of nurses our healthcare industry demands through rigorous academic and clinical experiences.

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

To be admitted, applicants must submit a high school diploma, GED equivalency, or a college transcript and present one of five supporting documents for personal verification. Prospective students must provide an Illinois Department of Public Health (IDPH) certification of completion for Basic Nurse Assistant. To be admitted to the Registered Nursing program, prospective students must have completed all general education pre-requisite courses and completed the Nursing Program entrance examination. Applicants will go through a background check, a physical examination, provide two letters of character recommendation, and pass the program interview process.

Curriculum

Once granted approval by IBHE to operate in the North Suburban Region, the Institute plans to immediately pursue the IBHE's authorization to grant the Associate of Applied Science in Nursing. The Institute is aware its degree programs must be approved in the North Suburban Region one year prior to degrees being awarded in the region. The proposal for degree approval will be submitted in compliance with this requirement. The Institute is expressly aware degree approvals are anchored on the full and satisfactory fulfillment of all conditions given in the operating authority proposal.

Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. The Institute's program is designed to achieve purposes appropriate to higher education, including development of critical-thinking skills, ability to apply informed judgment to technical and

human problems and the ability to work cooperatively with others. These outcomes are facilitated by the high degree of structure in each course as outlined in the curriculum guide. Within each curriculum guide, the terminal course objectives are identified, defining the focus of the course and outlining the skill sets required for completion. Learning is reinforced by a pre-test and post-test after each course and by departmental exams.

Program Assessment

The Institute has established policies for its program assessment and review. The Institute monitors NCLEX passing rates and the graduate placement rate. Instructional resource units (standardized lesson plans) for each course are updated regularly. Instructor evaluations and classroom observations are conducted regularly by the Program Directors.

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 operates a 45,000 square foot facility in Skokie that houses three fully equipped classrooms, one dedicated skills laboratory, and one shared skills laboratory. The Institute signed a ten-year lease with American Landmark to rent the 45,000 square feet campus. The school library is modestly sized and equipped to serve the student population currently enrolled in Allied Health courses as well as the Practical Nursing program. The library presently holds about 1,000 educational volumes that provide content information on areas directly related to general education courses, allied health courses, and nursing programs such as the LPN. The Institute has secured an unrestricted library site access agreement with East-West University. Furthermore, the Institute has recently subscribed to online virtual learning center provider, ProQuest. The online Nursing & Allied Health virtual learning resource with ProQuest provides abstracting and indexing for more than 1,050 titles, with over 875 titles in full-text, plus more than 12,300 full text dissertations representing rigorous scholarship in nursing and related fields.

Faculty and Staff

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

The Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the Institute. All faculty members hold at a least a master's degree in their teaching field. There is a formal evaluation process of faculty members.

Fiscal/Personnel Resources

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

The Institute has submitted fiscal plans indicating revenues will exceed operating expenditures in the first year of operation for the proposed degree programs.

Accreditation/Licensure

Northwestern Institute of Health and Technology is approved to operate and is accredited by the following agencies: North Central Association, Commission on Accreditation and School Improvement (NCA-CASI), the Illinois Department of Financial and Professional Regulation, (IDFPR), Illinois State Board of Education (ISBE), Illinois Department of Public Health (IDPH), and the National Healthcare Association (NHA).

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 Institute's catalog provides clear and accurate information regarding the Institute'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 Northwest Institute of Health and Technology 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.

Valparaiso University
1700 Chapel Drive
Valparaiso, Indiana 46383
President: Mark A. Heckler, Ph.D.

Seeking Operating Authority: Chicago Region

Proposed Program Title: Master of Business Administration in the Chicago Region

Projected Enrollments: Valparaiso University projects enrollments of four students in the first year rising to 16 students by the fifth year.

Proposed Program Title: Masters in Health Administration in the Chicago Region

Projected Enrollments: Valparaiso University projects enrollments of ten students in the first year rising to 20 students by the fifth year.

Proposed Program Title: Masters of Ministry Administration in the Chicago Region

Projected Enrollments: Valparaiso University projects enrollments of ten students in the first year rising to 25 students by the fifth year.

Institutional Accreditation: Valparaiso University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University has planned a timeline for adding the Chicago location to its institutional accreditation and submitted the required change request materials in March 2012.

Background and History

Valparaiso University (the University), located 55 miles southeast of downtown Chicago, is an independent Lutheran university with approximately 4,000 undergraduate and graduate students, drawn from nearly every state, 59 countries and from diverse faiths and backgrounds. In its 154-year history, the University has passed through three distinct phases. Begun by Methodists in 1859 as an institution pioneering coeducation, the Valparaiso Male and Female College was forced by the reverses of the Civil War to close its doors in 1871. It was revived in 1873 by an enterprising educator, Henry Baker Brown, as the Northern Indiana Normal School, renamed Valparaiso College in 1900, and re-chartered in 1906 as Valparaiso University.

The modern era in University history began in 1925 with purchase of the Institution by the Lutheran University Association, a group of clergy and church laity who saw a bright future for the University. The University offers more than 110 majors and minors through the colleges of Arts and Sciences, Business, Engineering, and Nursing. The University has a distinguished honors college (Christ College), a School of Law, and more than 40 degree and certificate programs in its Graduate School and Office of Continuing Education. The University is seeking authorization to operate in the Chicago Region and to offer three master's degree programs, Master of Business Administration, Masters in Health Administration, and Masters of Ministry Administration. The University's Fall 2010 enrollment was 4,056.

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 University's mission: "Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society."

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 University intends to offer graduate programs in the Chicago Region. Applicants to graduate programs offered at this site meet the same admission standards in place for the Valparaiso University Graduate School. These standards include an earned bachelor's degree from an institution accredited by an agency approved by the U.S. Department of Education; an undergraduate GPA of 3.0 or higher; and test scores for some students in some programs

(specifically GMAT scores are required of MBA applicants; TOEFL, IELTS, or other evidence of English proficiency are required of non-native English speakers).

Curricula

Initially, three programs will be offered at the Chicago site: Master of Business Administration (MBA) Masters in Health Administration (MHA), and Masters of Ministry Administration (MMA).

Master of Business Administration

The MBA is a 38–52 credit hour program accredited by The Association to Advance Collegiate Schools of Business (AACSB). The MBA program consists of Foundation courses (14 credit hours), Core courses (26 credit hours), and Enhancement courses (12 credit hours). Students having no academic background in business must complete all 52 credits of foundation, core, and enhancement coursework. Students having an undergraduate degree in business have 14 credit hours of Foundation coursework waived and are required to complete only 38 credits. Valparaiso University has been offering this degree for the past ten years. The program features Values-based Leadership, innovative delivery technology, and a flexible curriculum. The MBA follows the Association to Advance Collegiate Schools of Business (AACSB) assurance of learning practices and is reviewed by the AACSB every five years.

Masters in Health Administration

The MHA is a 43-46 credit hour interdisciplinary program designed to prepare students and professionals for careers and advancement in health administration. The program combines a strong business orientation with an understanding of the health and wellness enterprise. The program is designed to meet Accrediting Commission on Education for Health Services Administration (ACEHSA) accrediting standards and is open to applicants from any field, so long as they meet the admission requirements.

Masters of Ministry Administration

The MMA is a 34-38 credit hour not-for-profit business degree focusing on the needs of care providers who lack the essential business background to ensure the financial sustainability of their organizations. The degree includes courses in cash management, philanthropy, strategic planning, capital budgeting, management skills, and technology. The program is designed to meet AACSB accrediting standards.

Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. Retention data for each graduate program is generated every two years. In addition, at the end of every semester, students who have earned grades of Incomplete, or C+ or lower, or having a GPA below 3.0—the minimum required for graduation—are sent warning letters and, if conditions warrant, placed on probation. The University maintains an alumni database through the Alumni Office. Alumni are encouraged to contact the Graduate Office when they find employment, and the MBA office keeps records on employment of MBA graduates. A similar database will be established for MHA and MMA graduates. Students must maintain 3.0/4.0 to remain in good standing.

Program Assessment

All new and existing graduate programs are reviewed and approved by the Graduate Educational Policy Committee; the faculty governance body oversees all graduate academic programs. All curricular and course modifications for graduate academic programs must be approved by this committee. This committee reports its deliberations monthly to the University Faculty Senate of Valparaiso University. All graduate programs are reviewed every three to five years as part of the University's assessment plan. In addition, the MBA program is reviewed as part of its AACSB-International accreditation.

Valparaiso University's policy requires the evaluation of every course each semester by students. The evaluation process is implemented through a collaborative effort of the Graduate School and the IT operation.

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.

During the first year of operation, Valparaiso University will lease office space and dedicated classroom space from the Lutheran School of Theology, 1100 East 55th Street, Chicago IL 60615. The office space will be large enough for faculty use and support staff for the program (200 sq ft). The classroom is designed for classes of 25-30 students (520 sq ft) with easy access for all students (an elevator in the building and ramps from street level to the building can accommodate anyone with physical disabilities). As enrollments and programs grow, the Lutheran School of Theology can accommodate expansion into additional office space and classrooms. Up to one entire floor (6,750 sq feet) could be available if needed. Classrooms are equipped with computer-supported teaching options that allow the use of video and audio. These classrooms have full broadband Internet access, including access to the Internet capabilities available on Valparaiso University's main campus in Indiana. Students will have access to the local computer facilities as well as the system network at Valparaiso University. Second-year plans call for the installation of live-feed web streaming capacity for all lectures so they can be accessed remotely for real time and interactive long distance learning for students.

The graduate programs designed for Chicago by Valparaiso University will be supported by the current holdings of the Valparaiso University library (over 260,000 volumes, 78,000 journals) which includes all materials (books, journals, and manuscripts in the library). This includes access to the multidimensional databases available through the library which serve a wide range of disciplines and provide access to most academic journals needed for a full graduate level research program, including existing graduate programs in business, health professions, religion and theology. In addition, students will have access to the 405,000 volumes at Lutheran School of Theology primarily focused on religion, theology, culture, and ethics. Students can access the physical volumes at the University library (the University has an online card catalog) by visiting the library itself (50 minutes from Hyde Park), by requesting a copy of the volume through mail, by accessing an electronic copy of the volume when one exists, or by requesting a copy remotely through the interlibrary loan request process. However, use of physical volumes located on the Valparaiso University campus may not be likely because students will have access to Regenstein Library at the University of Chicago.

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 is committed to hiring highly qualified faculty. The MBA program will be delivered by the necessary mix of academically, doctorally-qualified and professionally-qualified faculty, according to AACSB standards. The MMA and MHA programs will be delivered by doctorally-qualified MBA faculty (about 25-30 percent of the total credits) as well as at least one full-time doctorally-qualified faculty for each program (about 21 credits). The highly professional nature of both programs, however, necessitates the inclusion of part-time faculty working in the profession.

Fiscal/Personnel Resources

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

Initially, the University is expecting revenues to exceed expenses in the first year in the MHA program and expenses to exceed revenues by a small margin in the first year of the other two programs. Valparaiso University has submitted fiscal plans indicating tuition revenue for the Chicago campus will exceed operating expenditures overall and for each of the three programs individually by the second year.

Accreditation/Licensure

Licensure of program graduates is not required.

Master of Business Administration

The University's existing MBA program is accredited by AACSB-International. The University is in the process of ensuring compliance with AACSB-International regulations for the proposed Chicago program.

Masters in Health Administration

Programs in Health Administration are sometimes accredited by Accrediting Commission on Education for Health Services Administration (ACEHSA), although this certification is not essential. The MHA program is designed according to the basic parameters set forth by ACEHSA, including overall number of credits, experiential learning, and curriculum. The MHA program will, after an initial three-year assessment, decide whether to pursue ACEHSA accreditation.

Masters of Ministry Administration

Programs in Ministry Administration may be considered for accreditation by AACSB-International (Association to Advance Collegiate Schools of Business), although this certification is not essential. The MMA program is designed according to the basic parameters set forth by AACSB-International, including overall number of credits and curriculum. The MMA program

will, after an initial three-year assessment, decide whether to pursue AACSB-International accreditation through the College of Business.

Program Information

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

The University's catalog provides clear and accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The materials identify objectives, course requirements, statements on accreditation, and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Valparaiso University and its request for the Certificate of Approval and Authorization to Operate and its 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.

Midstate College

**411 West Northmoor Road
Peoria, Illinois 61614-3558
President: Meredith Bunch**

Proposed Program Title: Bachelor of Arts in Law and Social Justice in the Central Region

Projected Enrollments: Midstate College has projected Fall enrollments in the proposed program to be 15 students in the first year rising to 50 students by year five of the program.

Institutional Accreditation: Midstate College is accredited by the Higher Learning Commission and is a member of the North Central Association.

Background and History

Established in 1888, Midstate College (the College) is a private, for-profit college located in Peoria, Illinois. The College relocated its facility from the downtown Peoria location to the Northmoor Road location in 1997. The origin of the College dates back to 1857 when a commercial school was started in Peoria, and in 1865 a similar school opened. In 1868, the schools in Peoria were combined and in 1888 were purchased by G.W. Brown and named Brown's Business College of Commerce. Mr. Brown continued ownership and operation until 1913 when the Peoria school was sold to a Mr. Reed who continued operation until 1960 when it was purchased by A.R. Beard, Don Beard, and Arline H. Bunch. The name was then changed to Midstate College of Commerce. In 1965, the stock was purchased by the Bunch family, and in 1970 the name was changed to Midstate College.

Today's Midstate College is an expanded version of its 1888 predecessor. A variety of curriculums, accreditations, and other improvements have been developed to better meet the needs of the community. The combination of these events has resulted in the College becoming a four-year college serving students from Central Illinois and other parts of the country. In 1999, the College was approved to offer the Bachelor of Business Administration Degree. In 2002, the Arline H. Bunch Business Center was opened, and the Business Administration Department was moved into the new building. The Bachelor of Science in Accounting and the Bachelor of Science in Management Information Systems degrees were added to the curriculum in 2003 and the Bachelor of Science in Realtime Reporting and the Bachelor of Science in Health Services Management programs were added in 2005. In 2010, the R. Dale Bunch Student Center was opened, and the library and bookstore was moved into the new building. A cafe, science lab, and four additional classrooms were added to the facilities.

Midstate College is seeking approval to offer the Bachelor of Arts in Law and Social Justice in the Central region. The College's Fall 2010 enrollment was approximately 700 students.

Mission and Objectives

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

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

The proposed program is consistent with the College's mission to provide educational opportunities that emphasize skills and knowledge that will allow students to adjust through a lifetime of social and technological change. The objectives of the institution include providing a varied selection of academic curricula in business and specialized areas enriched with instruction in general education. The proposed baccalaureate degree in Law and Social Justice is consistent with the mission and objectives of the institution.

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

To be admitted into the College degree programs, candidates must hold a high school diploma or its equivalent. Candidates for admission to the Bachelor of Arts in Law and Social Justice must score a minimum composite score of 66 on the College Entrance Examination or approval of the Chief Academic Officer. Candidates are considered individually on merit and potential.

Curriculum

The Bachelor of Arts in Law and Social Justice provides students with an interdisciplinary curriculum and opportunity to engage in critical analysis of justice issues. The program seeks to discover the social and historical roots of justice and injustice and examine how popular understandings of these principles shape public policies, including those of the legal

system. The 188 quarter credit hour program consists of courses in history, politics/government, law, social and behavioral sciences, economics, and the environment. In addition to the 68 quarter credit hours in general education courses, specific courses include courses in criminal justice, social justice, theories of justice and social change, women, justice and the law, law and racism in America, community organizing, worker's rights and human rights, juvenile justice system, economics of globalization, urban economic development, politics of punishment, prisons, and jails, public administration, professionalism and ethics, research methods, and an applied internship experience. There are 60 quarter credit elective hours in a legal or social justice related field.

The Bachelor of Arts in Law and Social Justice provides preparation for employment in an extensive range of careers. The program not only prepares the student for a profession with advocacy groups, non-profit organizations, federal, state, and local governmental institutions, or any employer seeking people with strong skills in research, writing, analysis, and advocacy with contemporary legal and social issues, it is a choice for professionals seeking advancement in criminal justice/law enforcement careers and for students considering advanced study in social services, urban and regional planning or law.

Assessment of Student Learning

The College utilizes the Nichols Model of Assessment to measure and evaluate the goals and outcomes of the program. Course objectives (linked to the program via a matrix) are assessed each term utilizing a Self-Assessment form that measures student achievement of each objective. Assessment activities involve multiple direct and indirect methods including qualitative, quantitative, formative and summative measures implemented at various levels such as the course level, program level, and general education level that drives a data driven decision making to enhance academic programming. The results of these methods of assessment are evaluated and the results utilized for improvement of teaching and learning.

Program Assessment

Assessment at the College is a college-wide, faculty driven continuous improvement effort that measures student progress toward educational goals, determines academic progress, improves teaching and learning, and evaluates institutional effectiveness. Program assessment is facilitated through the Nichols Model which emphasizes institutional and program objectives, means of assessment and criteria for success, analysis, evaluation, data driven decision making, as well as an emphasis on continuous quality improvement. The College incorporates continuous improvement at all levels of the organization including academic programs and courses. Moreover, careful attention is given to the assessment plan/report regarding the quality of the assessment instruments and methodology; the frequency with which assessment is conducted; the degree of participation to ensure the validity and reliability of the findings; the extent to which input is sought from graduates, employers, students, advisory committees, faculty, school administrators, and a cross-section of the legal community; the written summary and analysis of the findings; the extent to which the results are shared with others; and the extent to which the results are used to make changes.

Facilities (space, equipment, instructional materials)

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

The Bachelor of Arts in Law and Social Justice will be offered at the existing campus of the College. Current facilities and laboratories will be used for instructional purposes related to the program. All computer labs used by students on campus have Internet access, network storage, email and printing capacities. Classrooms are equipped with multimedia projectors, printer, faculty computer, Internet and network connections. Throughout the College all computer laboratories, staff and faculty computers have been upgraded. The on-shelf holdings of the Barbara Fields Memorial Library comprise approximately 4,500 print volumes and subscriptions to 40 periodical titles. To augment the print collection, there is access to several electronic research resources containing full-text versions of both books and journal articles published within the last several decades. Subject-specific and multi-disciplinary databases indexed by EBSCO Information Services provide students with access to tens of thousands of journal titles. For legal research, students are given access to the LexisNexis Academic database in which they can find legal news, federal and state case law, Shepard's Citations, federal and state codes and regulations, patent and tax laws, law reviews, and a host of other pertinent items. The library is a member of the Resource Sharing Alliance of the Alliance Library System. This membership allows our students access to the collections of over 100 public, school, and academic libraries in Central and Western Illinois.

Faculty and Staff

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

The College has identified policies ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction. All instructional staff will be approved through the College's established process for faculty appointment. Faculty hired to instruct in the program will be educators committed to the development of skills required to function effectively as facilitators, mentors, and program guides. The College adheres to a faculty credential hiring requirement of a minimum of master's degree in the field of instruction for faculty teaching general education courses and a minimum of a master's degree in an appropriate field for faculty teaching at the baccalaureate level.

Fiscal/Personnel Resources

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

The College has submitted fiscal plans indicating tuition revenues for the proposed Bachelor of Arts in Law and Social Justice will exceed operating expenditures within the first year of operation.

Accreditation/Licensure

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

Program Information

Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree program 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 College catalog and other published materials provide a comprehensive description of the degree programs offered, program objectives, the proposed course of study, and procedures governing faculty and student affairs. The publications provide accurate statements about accreditation and limitations on course transferability related to other institutions.

Staff Conclusion. The staff concludes that Midstate College and its proposed degree 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 Lindenwood University Authorization to Grant the Bachelor of Science in Biology 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 Maryville University of Saint Louis the Certificate of Approval and Authorization to Operate and to Grant the Master of Business Administration 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 New Leaders the Certificate of Approval and Authorization to Operate 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 Northwest Institute of Health and Technology the Certificate of Approval and Authorization to Operate in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Valparaiso University the Certificate of Approval and Authorization to Operate and to Grant the Master of Business Administration, the Masters in Health Administration, and the Masters of Ministry Administration in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Midstate College Authorization to Grant the Bachelor of Arts in Law and Social Justice 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.