

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

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

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

Not-For-Profit

Adler School of Professional Psychology

- Master of Arts in Emergency Management Leadership (MAEML) in the Chicago Region
- Master of Arts in Psychology: Military Psychology Specialization (MAMP) in the Chicago Region
- Master of Arts in Public Policy and Administration: Human Rights Concentration (MAPPA-HR) in the Chicago Region
- Master of Arts in Public Policy and Administration: Urban Mental Health Concentration (MAPPA-UMH) in the Chicago Region

Benedictine University

- Master of Public Health (MPH) in the Fox Valley Region

Benedictine University at Springfield

- Bachelor of Science in Nursing (BSN) in the Prairie Region

Mid-America Baptist Theological Seminary

- Master of Divinity in the Central Region

Resurrection University (Operating Authority)

- Bachelor of Science in Nursing in the North Suburban Region
- Master of Science in Nursing in the North Suburban Region

Saint Xavier University

- Bachelor of Arts in Human Services (BAHS) in the South Metro Region

For Profit:

Argosy University – Chicago Campus

Argosy University – Schaumburg Campus

- Education Specialist in Higher and Postsecondary Education (Ed.S.) in the Chicago and North Suburban Regions
- Doctor of Education in Higher and Postsecondary Education (Ed.D.) in the Chicago and North Suburban Regions

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

Adler School of Professional Psychology
17 North Dearborn
Chicago, Illinois 60602
President: Dr. Raymond E. Crossman

Proposed Program Title in Region of Authorization: Master of Arts in Emergency Management Leadership in the Chicago Region

Projected Enrollments: Adler School of Professional Psychology projects enrollments of 20 students in the first year, rising to 38 students annually in subsequent years.

Proposed Program Title in Region of Authorization: Master of Arts in Psychology: Military Psychology Specialization in the Chicago Region

Projected Enrollments: Adler School of Professional Psychology projects enrollments of 20 students in the first year, rising to 38 students annually in subsequent years.

Proposed Program Title in Region of Authorization: Master of Arts in Public Policy and Administration: Human Rights Concentration in the Chicago Region

Projected Enrollments: Adler School of Professional Psychology projects enrollments of 20 students in the first year, rising to 38 students annually in subsequent years.

Proposed Program Title in Region of Authorization: Master of Arts in Public Policy and Administration: Urban Mental Health Concentration in the Chicago Region

Projected Enrollments: Adler School of Professional Psychology projects enrollments of 20 students in the first year, rising to 38 students annually in subsequent years.

Institutional Accreditation: The Adler School of Professional Psychology has been continuously accredited by the Higher Learning Commission of the North Central Association since 1978. The School's doctoral degree program in Clinical Psychology (Psy.D.) has been accredited by the American Psychological Association since 1998.

Background and History

The Adler School of Professional Psychology (the School) is named for Alfred Adler, a pioneer of the field of community psychology, which examines the connections between individual and community health, as well as the human need to create positive social change. Founded in 1952, the Adler School is the oldest professional school of psychology in North America. The School continues the work of Alfred Adler by training psychologists and other practitioners committed to individual and community health. In 1972, the Institute established its on-campus Dreikurs Psychological Services Center, a community mental health center and training site for students that was the precursor to today's Adler Community Health Services which provides service opportunities and clinical practice experiences for students through over 500 community partnerships.

In 1978, the School began offering education and training in Vancouver through an agreement with the Adlerian Psychology Association of British Columbia. This partnership culminated in the opening of the School's Vancouver Campus in 2005. The Adler School currently offers 11 graduate-level programs enrolling more than 1,000 students at campuses in Chicago, Illinois, and Vancouver, British Columbia. With this proposal, the School will add four master's-level programs to be offered in Chicago.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The School's mission is to: (1) prepare socially responsible practitioners who are effective personal and social change agents; (2) engage and strengthen communities through partnerships and service; and (3) promote social justice to advance the optimal development of individuals and communities. The proposed programs are consistent with the purpose, goals, objectives, and mission of the School and its campuses. The requested degree titles are congruent with the corresponding degree program objectives and curricula.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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 Adler School of Professional Psychology provides graduate education at the master's and doctoral levels. Students must hold a baccalaureate degree from a regionally accredited institution, an approved nationally accredited institution, or an appropriately certified foreign institution. In addition, applicants must meet the following criteria: (1) an academic record that demonstrates the candidate's ability to fulfill the academic demands of the program, typically a grade point average of 3.0 or higher on a 4.0 scale for undergraduate coursework; (2) official transcripts from the institution conferring the baccalaureate degree; (3) demonstrated English language proficiency, if applicable; and (4) other considerations including, practicum or work experience in a related field. Approved applicants are invited to a campus interview as the final step in the admissions process. The Graduate Record Examination is not required for admission.

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when an applicant does not fully meet the requirements for admission but demonstrates exceptional motivation or other qualifications as well as the ability to comply with additional conditions specified by the Admissions Committee. Provisional status will be noted in the student's academic file until the prescribed criteria have been met and full admission has been granted.

Upon acceptance, students may be granted transfer credits for graduate-level courses completed at a regionally accredited institution with a maximum of 12 hours allowed toward degree completion. Transfer credits must be for courses equivalent to those required in the relevant graduate program at Adler. In addition, students must have earned a "B" or better, and the transferred courses must not have been taken more than five years prior to enrollment at Adler. The School does not award credit for non-course activity, such as professional experience or proficiency examinations.

Curricula

All of the proposed graduate programs include practical or field experiences designed to promote application of theories and concepts learned in the courses. The School has an extensive array of partnerships with community organizations, non-profits, and other entities in which to place students. Commitments have been secured from relevant organizations to expand or establish field experiences in conjunction with the four programs. In addition, each of the programs includes courses in research designed to build students' knowledge of research methods and assist them in applying this knowledge to a research question related to the field of study. Students in the MAMP, MAEML, MAPPA-HR, and MAPPA-UMH programs will each

complete a critical literature review, conduct a project, and write and present the findings as part of a program capstone class.

Master of Arts in Emergency Management Leadership

The Master of Arts in Emergency Management Leadership (MAEML) program focuses on the most common practices in the field of emergency management, as well as the human and social factors inherent in all disasters. The MAEML is a non-clinical program that will prepare learners to enter employment in a variety of organizations tasked with the responsibility to protect the communities, organizations, or facilities from the effects of natural and human-made disasters. Students enrolled in the program will learn about the complex social, emotional, psychological, and political dynamics associated with trauma and disaster, as well as how to provide community-based, immediate, and long-term support. Because most clinicians work with people experiencing trauma and disaster, it is anticipated that MAEML coursework will become an area of added specialization for students in other programs.

Students in the 36-hour MAEML program will experience a hybrid online education comprised of four intensive on-campus/residential experiences and subsequent online coursework. Each semester will start with a long weekend (i.e., three days) of on-campus/residential experience that will allow students to blend their academic studies and online learning with practical experience. The series of four residential experiences will also allow students to participate in field exercises designed to develop their emergency management skills. Students will have an orientation to the online learning platform and access to support throughout the semester. Online courses will include both synchronous and asynchronous learning experiences. Students will take two courses per semester and, if enrolled continuously, will complete in two years.

Master of Arts in Psychology: Military Psychology Specialization

The Master of Arts in Psychology: Military Psychology Specialization (MAMP-MPS) program educates students in the discipline of military psychology which involves the systematic, scientific study of the selection, training, adaptation, and performance of soldiers. The degree also focuses on the practical application of military psychology to the interpersonal, managerial, and organizational dimensions of the military and supporting civilian environments. Graduates of the program will be prepared to work in a variety of settings including behavioral and medical health systems, advocacy and policy organizations, as well as government or non-profit entities serving active military, veterans, retirees, and families.

The degree consists of 36 hours of coursework, including 18 hours in military psychology and 18 hours in behavioral healthcare. Coursework will be delivered in an online format with classes scheduled in eight-week blocks so that students take two concurrent courses over the course of a 15-week semester. Students can expect to complete the program in 24 months but have up to five years from the date of registration to do so.

Master of Arts in Public Policy Administration: Human Rights Concentration

The Master of Arts in Public Policy Administration: Human Rights Concentration (MAPPA-HR) program offers students the opportunity to gain knowledge, skills, and attitudes that will enable them to engage in advocacy; understand government and public policy; and manage non-profit, private, and governmental organizations. In addition, the Human Rights Concentration will build student's understanding of international human rights treaties as well as

international governmental and quasi-governmental bodies such as the United Nations and World Health Organization.

The 36-hour program consists of 24 hours in public policy, administration, and field work, and 12 hours human rights coursework. The former courses include a field experience linked to the required capstone project. The program will be offered to students in an online format, with classes scheduled to enhance access for working professionals. This format is intended to facilitate the participation of nontraditional students, particularly those who are working full-time.

Master of Arts in Public Policy Administration: Urban Mental Health Concentration

The Master of Arts in Public Policy Administration: Urban Mental Health Concentration (MAPPA-UMH) is a non-clinical program in which students will gain the knowledge, skills, and attitudes required to develop, implement and evaluate public policy; inform and intervene in policy decision-making processes; and lead and manage non-profit, private, and governmental organizations to promote the mental health and well-being of urban populations. The goals of this interdisciplinary program are to prepare professionals to effectively collaborate across disciplinary and professional boundaries; to develop and implement public policy; to reduce urban environmental risk factors; and enhance urban environments' protective factors to promote the mental health and well-being of city residents.

This 36-hour program consists of 24 hours in public policy, administration, and field work, and 12 hours urban mental health coursework. The former courses include a field experience linked to the required capstone project. The program will be offered to students in an online format, with classes scheduled to enhance access for working professionals. This format is intended to facilitate the participation of nontraditional students, particularly those who are working full-time.

Assessment of Student Learning

Assessment of student learning is grounded in the practitioner-scholar education and training model from the National Council of Schools and Programs in Psychology (NCSPP). The NCSPP framework focuses on three, key outcomes: (1) practitioner-scholar, which is the demonstration of competencies in relationship, intervention, management, and supervision; (2) integration of science, which is the capacity to conduct research and exhibit a professional orientation based on a critical review of theory and evidence; and (3) social responsibility, which is the adherence to ethical and professional standards as well as the ability to make socially responsible decisions that reflect sensitivity to individual and cultural differences. The overarching objective of the proposed programs is for graduates to practically apply their understanding of psychology, sociology, and social responsibility in organizational settings.

Faculty within each program will have primary responsibility for evaluating student learning toward these outcomes. The specific means of competency measurement used to assess learning outcomes include, but are not limited to, the following: faculty ratings of students' performance via qualifying examinations, faculty referrals to the student review committee, faculty ratings of student performance via course rubric evaluations, field experience and/or practicum participation, students' own satisfaction ratings via the Noel-Levitz Adult Student Priorities Survey, and student comments about their program experience via focus group interview. Students are required to achieve a grade of "B" or better in all courses.

Program Assessment

At the institution level, the School uses a number of processes to monitor program efficacy and marketability of graduates for all degree programs. Each of the proposed programs will be included in the institutional processes of meetings with key stakeholders, surveys of alumni, and meetings with advisory committees. In addition to program faculty, the School's Student Learning Committee also plays an oversight and coordinating role in student assessment activities through the Student Learning Outcomes Assessment Program (SLOAP). The SLOAP is part of a broader institutional review process conducted by the School to address student learning outcomes and instructional effectiveness. The review of findings of the assessment report issued annually by the Student Learning Committee in conjunction with Department Chairs is an integral part of the commitment of faculty and academic administration to quality assurance and effective instruction.

The School also convenes an annual meeting of internal and community stakeholders to provide strategic input to the President, the Board of Trustees, and Leadership Team. This meeting provides the President's Cabinet with constructive and strategic feedback from employers, training partners, community partners, faculty, staff, and students. Feedback from these stakeholders is used to make revisions to the School's degree programs. The MAEML, MAMP-MPS, MAPPA-HR, and MAPPA-UMH programs will be included in this annual review.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The four proposed programs will be offered at the Chicago campus of the School. The School's facilities include 27 classrooms (14,000 square feet); one lab (1,200 square feet); a library (4,000 square feet); common spaces for students including study areas, an Internet cafe, and a dining area (33,000 square feet); and office space for administration and faculty. The campus provides secure, high-speed wireless connectivity. Over half of the classrooms feature Smartboard technology, supporting the delivery of multimedia course content. In addition, students in Chicago and Vancouver can access the School's online learning platform and library's electronic resources via the computer lab, library, and other work stations throughout the facility, as well as through home computers or smart phones.

The Harold and Birdie Mosak Library of the Adler School of Professional Psychology offers an array of resources to students, faculty, clinicians, and researchers. Professional librarians provide instruction in the selection and use of databases; individual research consultation for papers, theses, or dissertations; and related classroom instruction, among other services. The library's print collection comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials. The library also licenses over 90 research databases in psychology and the related social sciences; full-text electronic content from more than 36,000 unique journal titles; over 17,000 electronic books; and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Science Direct, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, GenderWatch, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.

Library and program faculty have identified books, journals, and other resources by noted scholars from the fields represented in the MAEML, MAMP-MPS, MAPPA-HR, and MAPPA-UMH programs. The library is able to provide students access to these learning resources through its own holdings and online database subscriptions. The program budgets have been designed to add to the library's holdings for each of the proposed areas of study over a five-year period. In addition, the library is a member of the I-Share integrated library system that serves as the online catalog for 76 member libraries in Illinois. I-Share member libraries agree to share resources so that the Adler School community has access to a combined collection of over nine million unique items. Interlibrary loan of articles and book chapters is also available.

Faculty and Staff

Criterion 1030.60(a)(6) 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 School has policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide instruction. Faculty who deliver graduate education are minimally educated at the doctoral level along with a select group of adjunct faculty holding master's degrees. The latter possess extensive professional experience in the relevant fields. As the School continues to hire faculty for these programs, all future applicants must have a minimum of doctoral-level education.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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 Adler School of Professional Psychology has submitted fiscal plans indicating tuition revenues exceed, and will continue to exceed, operating expenditures for each of the proposed programs beginning in year one.

Accreditation/Licensure

For the MAEML program, no license is required in the field of Emergency Management at this time. Individual states may require their own certifications in order to work as an emergency manager in that locale. These state certifications often include online courses in the form of continuing education courses through the Federal Emergency Management Administration or other classroom exercises sponsored by the state. The MAEML program at the Adler School intends to monitor these state requirements as they develop; work with students to assist them in meeting the state requirements; and, if possible, integrate evolving state certifications into the MAEML curriculum.

Neither specialized accreditation of the proposed MAMP-MPS program nor licensure of program graduates is required. Licensure of graduates from the MAPPA-HR and MAPPA-UMH programs is not required. The proposed MAPPA programs will seek accreditation from the National Association of Schools of Public Affairs and Administration.

Program Information

Criterion 1030.60(a)(7) 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 the School'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 School's website.

Staff Conclusion. The staff concludes that Adler School of Professional Psychology 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.

Benedictine University
5700 College Road
Lisle, Illinois 60532
President: Dr. William J. Carroll

Proposed Program Title in Region of Authorization: Master of Public Health (MPH) in the Fox Valley Region

Projected Enrollments: Benedictine University projects enrollments of 15 students in the first year, rising to 60 students annually by the fourth year.

Institutional Accreditation: Benedictine University is accredited by the Higher Learning Commission and a member of the North Central Association. The Council on Education for Public Health (CEPH) accredits schools and programs of public health. The Benedictine University MPH Program is currently in applicant status with CEPH and expects to be accredited in 2014.

Background and History

Benedictine University (BU or the University) was founded in Chicago as St. Procopius College by the Benedictine monks of St. Procopius Abbey in 1887. It secured a charter from the State of Illinois in 1890. The College was founded to educate men of Czech and Slovak descent. In 1901 the College moved to Lisle in DuPage County. The College became coeducational in 1968 and was renamed Illinois Benedictine College in 1971. In response to community needs, graduate, doctorate, and adult learner programs were added. The College became Benedictine University in 1996. In 2003, BU partnered with Springfield College in Illinois to bring Benedictine programs and services to the Springfield area. (The history and background of that partnership is summarized below.) The University further expanded its outreach in 2012, partnering with the city of Mesa, Arizona, to open a branch campus in that community. Plans are under way to offer courses beginning in Fall 2013.

The MPH program is currently offered at the University's main campus in Lisle. The generalist MPH degree prepares students to be public health practitioners who draw on knowledge and skills from a variety of disciplines. The foundation coursework in biostatistics, epidemiology, management, policy, behavioral and social aspects of public health, environmental health, and biology provides a scientific and practical base for public health practice. With this proposal, the MPH program will be made available to students in the Fox Valley region through use of Rasmussen College's facilities in Aurora.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Benedictine University is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
49.4%	52.3%	54.9%	44/65
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
25.8	22.2	22.2	12/67

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The proposed MPH program is consistent with the Roman Catholic heritage and Benedictine tradition underlying the University's mission. The program is designed to prepare graduate students to enhance health in human populations through organized community effort. The basic principles of public health are consistent with the university's mission to prepare students who are active, informed, and responsible leaders in the world community. The objectives of the degree program are consistent with what the title implies.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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

Benedictine University provides undergraduate education and graduate education at the master's and doctoral levels. Admission to the University is predicated upon graduation from an accredited high school or completion of a General Education Development Certificate (GED). In addition, potential students must provide official transcripts from high school if they are entering as freshmen or transfer students having completed less than 20 transferrable credit hours. Test scores (e.g. ACT, SAT, or GED) and official transcripts from all previously attended colleges and universities are required. The University only accepts coursework from regionally accredited institutions. If applicable, potential students must demonstrate English language proficiency.

Students applying to the MPH program at BU must provide an official transcript demonstrating successful completion of a bachelor's degree or higher conferred by a regionally accredited or recognized institution of higher education. Other evidence required for admission include the following: (1) letters of recommendation; (2) essay outlining the candidate's career path; and (3) scores from the GRE, MAT, GMAT, LSAT, DAT, or other professional exam, if a candidate's undergraduate grade point average (GPA) is between a 2.75 and 3.5. Candidates with an undergraduate GPA below 2.75 may be provisionally admitted to the program based on exam scores. If these candidates successfully complete designated MPH courses with a grade of "B" or better, these candidates will be fully admitted to the program. Benedictine University undergraduate public health courses, up to a maximum of 16 quarter credit hours, may fulfill partial MPH degree requirements with approval of the Dean of the College of Education and Health Services.

Curriculum

The MPH program to be offered in Aurora will be comparable to the program offered at the University's main campus in terms of content, instructional learning time, expectations of student and faculty performance, availability of academic advising, and adherence to academic and other policies described in the MPH Student Handbook. The MPH core courses will be offered in a blended format, cohort model scheduled in eight week sessions. Classes will be conducted on the Aurora campus every other Saturday with one class in the morning (9:00 a.m.-12:45 p.m.) and a different class in the afternoon (1:30-4:45 p.m.). Online classes are conducted during the alternate weeks. Students receive a total of four quarter credit hours for each eight week course. Each course includes additional learning experiences facilitated through the online, "Desire2Learn" platform. These online experiences provide opportunities to extend class discussion and interaction around key learning goals. Each four quarter credit hour class will include a total of 30 contact hours between the student and instructor – 15 hours in person and 15 hours online.

The MPH degree requires 66 quarter hours which includes 48 quarter credit hours of foundation (core) courses and 12 quarter credit hours of elective courses. The program also includes an internship/capstone class of six quarter credit hours. Students in this final course are required to prepare a capstone report, portfolio, and presentation to faculty and students. Students must complete the MPH degree within six years.

Assessment of Student Learning

Assessment of student learning is grounded in a series of competencies developed by the Association of Schools of Public Health. MPH courses and assessments focus on student attainment, and application of, the following objectives: (1) statistical reasoning and evidence-based methods to solve problems in public health; (2) the study of patterns of disease and injury in human populations as they relate to the control of health problems; (3) design, develop, implement, and evaluate strategies to improve individual and community health; (4) assess, prevent, and control environmental hazards that pose risks to health and human safety; (5) communication methods to advocate for community public health programs and related policies; and (6) principles of strategic planning and program evaluation. The University's MPH program curriculum, course instruction, assignments, learning experiences, and assessments are aligned with these competencies. A variety of classroom assessment techniques are employed in order to measure, both formally and informally, learning outcomes in conjunction with the continuous quality improvement process. Student outcomes are assessed in each course through graded assignments, projects, participation, and other activities. Students are required to achieve a grade of "B" or better in all core courses, a "C" or better in elective courses, and a "B" minimum average overall. The MPH internship/capstone course allows for the assessment of the student's overall learning experience. The internship experience requires the student demonstrate the knowledge, aptitude, and skills acquired through the curriculum.

Program Assessment

At the institution level, Benedictine University participates in the Academic Quality Improvement Project (AQIP) model for continuous assessment and improvement – a formally recognized process connected to the institution's accreditation through the Higher Learning Commission. AQIP provides a framework for BU to study systems across the institution, grouped around nine, key categories such as "helping students learn" and "measuring effectiveness." Institutional measures used in the AQIP process include student exit learning surveys and curriculum mapping. Self-study takes place across the institution at varying levels in order to refine processes as connected to outcomes, identify strengths, and address areas of concern. The MPH program is an active part of the AQIP process.

Program and student outcomes are developed and maintained through a strategic planning and review process in which faculty, student, and administration input is included. The strategic planning process also serves as the primary vehicle for continuous evaluation and improvement for the program in light of key outcomes: (1) 100 percent of MPH students will demonstrate program-level competencies upon completion of the degree; (2) 70 percent of MPH students will complete the degree within six years; (3) 80 percent of MPH graduates will be employed in the health field or engaged in further academic work within 12 months of graduation; and (4) 90 percent of graduates will report the MPH program met their personal and professional goals. All MPH faculty members meet once a year to review the plan, goals, and progress of the program. An MPH Student Advisory Panel serves as the primary vehicle for student input into the planning and improvement process.

The University's MPH programs are overseen by the MPH Coordinating Committee, located at the Lisle campus. The MPH Coordinating Committee consists of the MPH Program Director, MPH full-time faculty members, and administrative staff from each campus or center. All full- and part-time faculty hires are reviewed by this committee. Full-time faculty members serve as curriculum administrators in their areas of subject matter expertise and have regular meetings with part time faculty members to maintain consistency and quality of course syllabi. The MPH Coordinating Committee will also review enrollment applications and instructor evaluations for the Lisle and Aurora campuses.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Courses for the MPH program will be offered on the Rasmussen College campus in Aurora, Illinois. As part of the memorandum of understanding between the two institutions, Rasmussen College will make classroom space available to BU for the purposes of delivering the program. Rasmussen Colleges' facilities include 12 classrooms (10,365 square feet), 4 laboratories (3,456 square feet), one library (2,700 square feet), a student lounge (1,800 square feet), and office space for administration and faculty.

Students in the MPH program at Aurora will have full access to academic support, advising, and other services available on the Lisle campus. All students have access to online academic tutoring services 24 hours a day, seven days a week. Further, students will be able to use the Benedictine University Library system with subscriptions to over 80 electronic databases which provide access to over 24,000 unique journal titles. The databases cover all the programmatic areas taught at the institution and range from general academic to subject-specific. If a user locates a book or article that is not available in the library or through the library databases, the interlibrary loan office works to secure these resources for that user.

In addition to all of these materials available for use by Benedictine University students, faculty, and staff, users also have access to the collections available at other institutions in Illinois and throughout the country via I-Share, a shared catalog of 75 academic institutions throughout Illinois, such as Illinois Wesleyan University, Illinois State University, and the University of Illinois libraries. By participating in I-Share, Benedictine University students have access to the materials at the other participating institutions.

Library services include but are not limited to reference and information literacy. The Benedictine-Lisle libraries provide reference assistance all hours the library is open. Telephone reference service is available to all students during this time, as is email reference. Users needing assistance with library resources or search strategies are encouraged to contact the reference librarians. The librarians are available for individual in-depth consultations based on individual specialties.

In addition to the library support of Benedictine University, MPH students taking classes at the Rasmussen campus will have complete access to Rasmussen's library support. Among other resources, Rasmussen's library provides direct access to online database, including over 100 million articles in full-text and 15,000 E-books. These resources span all program areas. Technical support is available to students through e-services such as "Ask-a-Librarian" electronic assistance and links to pathfinders and useful websites.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

One doctoral-level, full-time faculty member coordinates the MPH program and is based in Lisle. Additionally, two full-time faculty members and 12 adjunct faculty with experience in

the field of public health provide instruction. Faculty members charged with delivering graduate education are minimally educated at the doctoral level along with a select, small group of adjunct faculty holding master's degrees. The latter possess extensive professional experience in the field.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Benedictine University has submitted fiscal plans indicating tuition revenue exceeds and will continue to exceed operating expenditures.

Accreditation/Licensure

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

Program Information

Criterion 1030.60(a)(7) 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 University 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 University's website.

Staff Conclusion. The staff concludes that Benedictine 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.

Benedictine University at Springfield
1500 North Fifth Street
Springfield, Illinois 62702
President: Dr. William J. Carroll

Proposed Program Title in Region of Authorization: Bachelor of Science in Nursing (BSN) in the Prairie Region

Projected Enrollments: Benedictine University projects enrollments of 20 students in the first year, rising to 60 students by the fifth year.

Institutional Accreditation: Benedictine University at Springfield is accredited by the Higher Learning Commission and a member of the North Central Association. The Department of

Nursing RN to BSN Completion and MSN programs are accredited by the Commission on Collegiate Nursing Education.

Background and History

Benedictine University at Springfield (BUS or the University) is a private, not-for-profit master's institution originally founded by the Ursuline Sisters in 1929 as Springfield Junior College. Later known as Springfield College in Illinois, the campus served the community as a two-year institution for nearly 75 years. In 2003, Springfield College in Illinois partnered with Benedictine University (whose background and history are summarized above) to bring Benedictine programs and services to the Springfield area. Benedictine University is guided by its Roman Catholic tradition and Benedictine heritage that closely mirrors the values of Springfield College's Ursuline founders. The partnership between Springfield College in Illinois and Benedictine University evolved and expanded, culminating in a decision in 2009 to establish Benedictine University at Springfield as a four-year institution offering a full range of academic programs. Springfield College in Illinois ceased to operate as an academic institution on August 21, 2011.

Benedictine University at Springfield prepares students to excel as lifelong leaders and learners in both their scholarly disciplines and professional fields of study. In fidelity to its tradition, the University is committed to investigating questions that address the ultimate purpose of life; to the dialogue between religious and secular cultures; and to the promotion of ecumenical, inter-religious and cross-cultural understanding. The University prepares its students for a lifetime as active, informed, and responsible citizens and leaders in the world community.

In early 2012, BUS entered into a memorandum of understanding with Richland Community College (RCC) outlining plans to offer an accelerated RN to BSN program on the Richland campus in Decatur, Illinois. The purpose of the proposed program, in keeping with national aims, is to grow the number of RNs who hold a baccalaureate degree. RCC students in the final semester of the associate degree in nursing (ADN) program are eligible to apply for admission to Benedictine. As part of an articulation agreement between the two institutions, RNs who successfully complete associate's level courses with a grade of C or better and hold an Illinois State Nursing license will be allowed to transfer these credits and enter the BSN program with junior status. RCC will make classroom, library, and other facilities available so that BUS can deliver the program on the RCC campus.

Academic programs currently offered at the University's main campus in Lisle and the branch campus in Springfield are RN to BSN Completion and master's degrees in nursing. Both are accelerated programs organized in a cohort format. In the case of the MSN, coursework is delivered fully online. All students in the RN to BSN Completion program Springfield cohort are enrolled full-time. Sixty-one percent are over the age of 30; 70 percent are women; and 89 percent receive financial aid. The proposed RN to BSN Completion program on the RCC campus will mirror the accelerated programs offered on the University's campuses in Lisle and Springfield, and it is expected the student populations will be similar. Initially one cohort will be offered with the anticipation of increasing cohorts up to three per year as enrollment demands.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum,

the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Benedictine University at Springfield is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
49.4%	52.3%	54.9%	44/65
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
25.8	22.2	22.2	12/67

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) 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 Roman Catholic heritage and Benedictine tradition underlying the University's mission. The BUS Department of Nursing and Health "is committed to the education of practitioners for professional nursing practice...in an environment of intellectual inquiry, personal accountability, and cultural, racial and religious diversity. Practitioners are prepared to assume a pro-active role in their profession and in complex, evolving, health care systems." The objectives of the RN to BSN program are to: (1) "prepare nurses through a liberal arts education to be culturally competent, professional baccalaureate nurses; (2) enhance the spirit of inquiry of the nurse to develop a firm foundation for graduate study and to promote life-long learning; and (3) facilitate the role formation of the nurse as a professional who contributes to the profession of nursing and to evolving health care systems." The objectives of the degree program are consistent with what the title implies.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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

Benedictine University at Springfield provides undergraduate education and graduate education at the master's and doctoral levels. Admission to the University is predicated upon graduation from an accredited high school or completion of a General Education Development

Certificate (GED). In addition, potential students must provide official transcripts from high school if they are entering as freshmen or transfer students having completed less than 20 transferrable credit hours. Test scores (e.g. ACT, SAT, or GED) and official transcripts from all previously attended colleges and universities are required. The University only accepts coursework from regionally accredited institutions. If applicable, potential students must demonstrate English language proficiency.

Students applying to the RN to BSN Completion program at BUS must hold a current, unencumbered registered nurse license in Illinois. Other admissions requirements include the following: (1) hold a minimum 2.5/4.0 cumulative GPA; (2) demonstrate computer proficiency with word processing, email, and Internet use as evidenced by transcripts, employer documentation, or student documentation; and (3) transfer in a minimum of 55 semester credit hours, including two, 100-level courses in writing or their equivalent.

Curriculum

The RN to BSN program is designed to support the ongoing development of practicing RNs, building capacities for critical thinking; use of research to inform practice; collaboration with other healthcare professionals to promote quality, patient-centered care; and leadership to advance safe, professional practice. The accelerated format of the program, based on best practices recommended by the Commission for Accelerated Programs, includes courses offered consecutively throughout the year in weekday and weekend formats. Weekday nursing classes meet one night per week for five weeks. Weekend nursing classes meet Friday evenings and Saturday mornings for four weeks. Each class has 17.5 hours of face-to-face instruction supplemented by before- and after-class workshops, labs, and group work sessions. Each course includes additional learning experiences facilitated through the online, “Desire2Learn” platform. These online experiences provide opportunities to extend class discussion and interaction around key learning goals.

The BSN program consists of 31 hours of nursing courses and six hours of humanities courses. The total program is 37 hours of coursework. The coursework must be completed with grades of “C” or better. In addition to the successful completion of the courses, students must submit a total of 120 semester credit hours. They must meet 12 hours of basic skills, nine hours of humanities, six hours of sciences (three hours from the physical sciences and three hours from the biological sciences), and nine hours from the social sciences.

Assessment of Student Learning

Assessment of student learning is grounded in a series of cohesive, aligned goals, beginning with the institutional mission, college-wide common student learning objectives, and program objectives, as well as course- and assignment-based objectives. A variety of classroom assessment techniques are employed in order to measure, both formally and informally, learning outcomes in conjunction with the continuous quality improvement process. At the classroom and individual levels, student learning assessment includes the delivery of daily and/or weekly formative assessments such as: “muddiest point” review; the three-question survey; minute reflections; misconception/preconception check; Q2C (question, comment, connect); directed paraphrasing; and student self-assessment in conjunction with individual assignments. One-time course assessments are also used including pre- and post-testing and standard course assessments at the end of each term. Finally, assessment of the success of BSN program will come from other measures including employment statistics and information from alumni about ongoing professional development.

Program Assessment

At the institution level, Benedictine University participates in the Academic Quality Improvement Project (AQIP) model for continuous assessment and improvement – a formally recognized process connected to the institution’s accreditation through the Higher Learning Commission. AQIP provides a framework for BUS to study systems across the institution, grouped around nine, key categories such as “helping students learn” and “measuring effectiveness.” Institutional measures used in the AQIP process include student exit learning surveys and curriculum mapping. Self-study takes place across the institution at varying levels in order to refine processes as connected to outcomes, identify strengths, and address areas of concern. The BSN to RN program is an active part of the AQIP process. At the course level, instructors engage in the PDSA (plan, do, study, act) assessment-reflection cycle at both the planning and delivery stages and formally report on this process at the end of each semester.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Courses for the BSN to RN program will be offered on the Richland Community College campus in Decatur. As part of the memorandum of understanding between the two institutions, RCC will make classroom space available to BUS for the purposes of delivering the program. Richland Community Colleges’ facilities include 60 classrooms (41,750 square feet), 40 laboratories (41,624 square feet), one library (11,000 square feet), and office space for administration and faculty.

Becker Library at Benedictine University at Springfield physically houses a collection of 20,000 volumes. Additionally, it houses periodicals both in print and electronic formats, and computer stations that access Benedictine University in Lisle’s library’s collection. Benedictine University at Springfield students, faculty, and staff have access to everything in Becker Library’s collection as well as the Benedictine University in Lisle’s library collection, which houses nearly 116,000 titles in a variety of formats, including electronic.

In addition to all of these materials available for use by Benedictine University students, faculty, and staff, users also have access to the collections available at other institutions in Illinois and throughout the country via I-Share, a shared catalog of 75 academic institutions throughout Illinois, such as Illinois Wesleyan University, Illinois State University, and the University of Illinois libraries. By participating in I-Share, Benedictine University students have access to the materials at the other participating institutions.

The Benedictine University Library system subscribes to over 80 electronic databases which provide access to over 24,000 unique journal titles. The databases cover all the programmatic areas taught at the institution and range from general academic to subject-specific. If a user locates a book or article that is not available in the library or through the library databases, the interlibrary loan office works to secure these resources for that user.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

Two doctorally-prepared, full-time faculty members serve in the BU nursing program in Lisle – one in the capacity of division chair and the other as the coordinator of the Lisle program. Two full-time nursing faculty are based in Springfield, one of whom serves as the program coordinator. BUS has received an IBHE grant to hire an additional, full-time faculty member in nursing. Upon program approval, this faculty member will be hired to teach in the RN to BSN Completion program at RCC and in Springfield. Additionally, 19 full-time faculty and 37 adjunct faculty with nursing experience provide instruction. Faculty members charged with delivering undergraduate education are minimally educated at the master's level.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Benedictine University has submitted fiscal plans indicating tuition revenue exceeds and will continue to exceed operating expenditures.

Accreditation/Licensure

Benedictine University at Springfield has nursing accreditation through the Commission on Collegiate Nursing Education and program approval by the Illinois Board of Nursing. Because this program leads to a post-licensure nursing degree, no additional licensure is required for graduates.

Program Information

Criterion 1030.60(a)(7) 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 University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion. The staff concludes that Benedictine University at Springfield 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.

Mid-America Baptist Theological Seminary
2095 Appling Road

Cordova, Tennessee 38016
President: Dr. Michael R. Spradlin

Proposed Program Title in Region of Authorization: Master of Divinity in the Central Region

Projected Enrollments: Mid-America Baptist Theological Seminary projects enrollments of five students in the first year, rising to approximately 15 students by the fifth year.

Institutional Accreditation: Mid-America Baptist Theological Seminary is accredited by the Southern Association of Colleges and Schools.

Background and History

Mid-America Baptist Theological Seminary (MBTS) began in the Fall of 1971 when a charter was granted by the State of Louisiana. The purpose of MBTS was to provide theological education for those who had the calling for vocational Christian service. MBTS moved to Little Rock, Arkansas in 1972, and a charter was granted by the State of Arkansas. In 1976, MBTS purchased facilities in Memphis, Tennessee. In 1994, MBTS received a donation of an eight-acre campus in Germantown, Tennessee. MBTS renovated the facilities, and in January 1996, moved to the new campus. MBTS 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, MBTS 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, New York; and St. Louis, Missouri.

The genesis of the Illinois extension came at the request of six associations of Baptist churches in the central Illinois area. These associations had many ministers who desired ministerial education without having to relocate from the central Illinois area. Further, they wanted a distinctly Baptist program of instruction in keeping with their beliefs and values. MBTS seeks to provide these courses of study as a service to these churches and to other churches and individuals in central Illinois. MBTS was granted operating authority in the Central Region by the IBHE on October 4, 2011 and with this proposal seeks to gain authority to offer its first degree program in Illinois, a Master of Divinity.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) 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. This degree proposal is consistent with that mission. The objectives of the degree program are consistent with what the degree program title implies.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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

All applicants to this program 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 this 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).

Curriculum

The Master of Divinity (M.Div.) is a professional graduate degree beyond the Bachelor of Arts or equivalent that is designed to equip students for effective ministry as a pastor, associate pastor, church planter, evangelist, or missionary. It is primarily related to preparation for the pastoral and missionary ministry, requiring 90 semester hours of academic credit for graduation. The curriculum consists of 30 three-credit hour courses in areas such as Old and New Testament Survey, Greek and Hebrew language, Biblical Preaching, and Pastoral Ministry.

Assessment of Student Learning

MBTS has established policies and practices in place for the assessment of student learning and requires that measurable competency-based learning outcomes be identified for the program with course objectives mapped to the program outcomes. For each course within the program, the institution has established learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. MBTS requires that all courses include comprehensive evaluations. Objectives are evaluated through assignments, quizzes, tests, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning. The syllabus for each course describes the assessment tool that will be used to measure student learning of course content.

Program Assessment

MBTS has established policies and practices for its program assessment. Each course includes anonymous student evaluations at its conclusion. These evaluations are reviewed by the Academic Vice-President, the Dean of the Master's Degree Programs, and the department chair, as well as by the professor. In addition, students and faculty annually participate in anonymous evaluations of the institution with an emphasis on specific aspects of the degree programs. In keeping with processes established by the accrediting agency, the institution uses these ongoing evaluations of all aspects of the seminary's programs to determine progress relating to the continuous improvement plans established at the five- and ten-year accreditation reviews. Reports of the results of these assessments are submitted to the accrediting agency, which offers any suggestions or requirements for changes or other improvements. The success of the seminary's approach is evidenced by the greater than 95 percent placement rate for graduates in church and missionary ministry settings.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) 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 will operate within the facilities of Chatham Baptist Church, 1500 East Walnut Street, Chatham, Illinois 62629. These 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. The facility has Wi-Fi access. MBTS students will have access to the Ora Byram Allison Library, which contains over 130,000 volumes, with 30,000 volumes and 1200 journals available online. MBTS has also purchased EBSCOHOST's Academic Search Elite Database. Students will also have public access to the Brookens Library of the University of Illinois at Springfield.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

MBTS has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal and Personnel Resources

Criterion 1030.60(a)(8) 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.

MBTS has submitted projected fiscal plans indicating revenue will exceed operating expenditures in the second year of operation of the proposed program.

Accreditation/Licensure

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

Program Information

Criterion 1030.60(a)(7) 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.

MBTS' catalog provides clear and accurate information regarding its academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided for the proposed program identify objectives, course requirements, and provide 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 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.

Resurrection University
Three Erie Court
Oak Park, Illinois 60302
President: Dr. Beth A. Brooks

Proposed Program Title in Region of Authorization: Bachelor of Science in Nursing (BSN) in the North Suburban Region (Operating Authority)

Projected Enrollments: Resurrection University projects enrollments of 20 students in the first year, rising to approximately 50 students by the fifth year.

Proposed Program Title in Region of Authorization: Master of Science in Nursing (MSN) in the North Suburban Region (Operating Authority)

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

Institutional Accreditation: Resurrection University is accredited by the Higher Learning Commission (HLC) and member of the North Central Association. HLC has approved the Chicago campus as an Additional Location. Its College of Nursing BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and are approved by the Illinois Board of Nursing of the Illinois Department of Financial and Professional Regulation. Its College of Allied Health BS program in HIIM is in candidacy from the Commission on Accreditation for Health Informatics and Information Management Education.

Background and History

Resurrection University (the University) is a not-for-profit, upper-division, educational institution that has been located in Oak Park, Illinois. In January 2013, it is moving its main campus to Chicago. Additionally, the University is seeking operating authority to establish satellite campuses, beginning with a program in Evanston. Founded as West Suburban School of Nursing in 1914 and later renamed West Suburban College of Nursing, the institution was renamed Resurrection University in 2010 in coordination with a change of control. The University is a Catholic-based specialty school for health sciences. The University is owned and operated by Presence Health Care, a not-for-profit Catholic organization sponsored by the Sisters of the Holy Family of Nazareth and the Sisters of the Resurrection. Presence Health is comprised of hospitals, nursing homes, retirement communities, home health services, behavioral health programs, and other health-related services that provide advanced medical care. From its founding, the University had been affiliated with West Suburban Medical Center. Although West Suburban was transferred to Vanguard Health on August 1, 2010, Resurrection University remains part of the Resurrection Health Care System.

Resurrection University undergraduates are required to complete general education and pre-professional courses before matriculation. Academic programs currently offered at the University's main campus are baccalaureate and master's degrees in nursing and a baccalaureate degree in health informatics and information management. Approximately 400 students are enrolled in the University. The student body is predominately drawn from the Chicago-land area although enrollment from other states is not unusual. Resurrection University undergraduates are required to complete general education and pre-professional courses before matriculation.

The University underwent a Change of Control on July 1, 2011 separating itself from a governance and financial perspective from Resurrection Health Care, a change which necessitated that the University seek authorization to operate and grant degrees from the Illinois Board of Higher Education. Board authorization to operate and approval of the programs offered on the main campus in the West Suburban Region was awarded February 2012 and was awarded for the new home campus Chicago Region in September 2012. The University currently seeks approval to operate in an additional new Region, North Suburban, and to offer in Evanston the same nursing programs that it has been offering on its main campus. The University intends to offer nursing programs, a baccalaureate-completion program and a master's degree program, to practicing nurses at St. Francis Hospital in Evanston. Plans to seek approval to operate in additional Regions are in an advanced stage of development as more affiliated hospitals seek degree completion programs on site for nursing staff.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) 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 Roman Catholic University's mission statement that the University "prepares students for professional healthcare careers, providing undergraduate and graduate learning experiences that integrate personal and professional growth, compassionate service and scholarly activities." The objectives of these degree programs are consistent with what their titles imply.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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 in Evanston are the same as on the main campus for both the BSN for RN degree and the MSN degree with the exception that in Evanston only post-licensure students will be admitted. Resurrection University provides undergraduate education at the upper-division level and graduate education at the master's level. All admitted undergraduate applicants, all programs, are required to have completed lower-division work, including general education coursework, prior to matriculation. Resurrection University students have varying educational backgrounds prior to enrollment—all are required to have at least 60 credit hours of transferable coursework prior to enrolling, and many have previously earned associate's, baccalaureate, or higher-level degrees. All applicants submit comprehensive college and university academic transcripts. The University only accepts coursework from regionally accredited institutions. The University has established and publicizes specific lower-division pre-major coursework and general education requirements students must have completed prior to enrolling at the University.

The expectation is that most students will be employees at the hospital in which the programs will be offered, St. Francis Hospital, but there may be other RNs in the surrounding communities who would be admitted to either program BSN for RN or MSN. All applicants regardless of employer will be considered and must meet the stated admission criteria.

While the University does not award any online degrees, the University uses hybrid-learning teaching methods. Students are generally on campus one to two days during the week with other course content covered online or in clinical, simulation lab or professional practice experiences.

The clinical and professional practice experiences are arranged with clinical affiliates throughout the greater Chicago-land area. Students are required to provide transportation to these sites. The University faculty provides the instruction to the students in the clinical, simulation lab, or professional practice experiences. These learning experiences locations are listed below. The affiliation agreements with these organizations are included in this application.

Bachelor of Science in Nursing

Included among admission requirements for undergraduate applicants to the Nursing program who do not have a nursing license and who are seeking admission to the pre-licensure undergraduate program are the following requirements: they must pass the ATI Test of Essential Academic Skills (TEAS); they must submit official transcripts from all colleges and universities attended; and they must have a cumulative grade point average (GPA) of at least 2.75 on a 4.00 scale and a minimum science cumulative college GPA of 2.75 in anatomy and physiology I and II, general chemistry and microbiology.

Included among admission requirements for undergraduate applicants to the Nursing program who do have a nursing license and who are seeking admission to the post-licensure undergraduate program are the following requirements: they must submit official transcripts from all colleges and universities attended; they must provide evidence of graduation from an Associate Degree Nursing (ADN) program or diploma school of nursing approved by the Illinois Department of Financial and Professional Regulation and accredited by the National League for Nursing Accrediting Commission (NLNAC); they must have a GPA of 2.75 on a 4.0 scale and a

minimum science cumulative college GPA of 2.75 in anatomy and physiology I and II, general chemistry and microbiology; and they must submit a valid unrestricted Illinois nursing license.

Master of Science in Nursing

Included among admission requirements for graduate applicants to the Nursing program are the following requirements: they must submit official transcripts from all colleges and universities attended; they must have a cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale; they must have a cumulative GPA for undergraduate and, if applicable, graduate nursing courses of 3.0 on a 4.0 scale; and they must submit a current Illinois RN nursing license.

Curricula

Resurrection's baccalaureate programs are upper-division programs which rely on the student completing lower-division courses at the college of their choice and transferring credits to Resurrection University. Once at Resurrection University, the student completes courses in the major.

Bachelor of Science in Nursing

Nursing students are prepared to become professional nurse generalists who promote health and provide care for clients in an increasingly global society. There are two tracks leading to the Bachelor of Science in Nursing (BSN) degree. The pre-licensure BSN track of the program is designed for the student who has not completed a formal Nursing program previously. The BSN for RNs post-licensure track is designed for registered nurses seeking baccalaureate degrees. The pre-licensure track of the undergraduate Nursing program consists of a total of 120 semester hours (SH) including the required 61 that are transferred in after being earned elsewhere. The requirements are divided into two categories: (1) Support and General Studies, which requires 61 SH that are transferred in, and (2) Nursing, which requires 59 SH that are completed at the University. Included in the Nursing hours completed at the University are: didactic, 38 SH; elective, two SH; simulated laboratory experiences, two SH; and clinical experiences, 17 SH.

For licensed nurses seeking a baccalaureate, only the last 21 SH must be completed at the University. The post-licensure track of the undergraduate Nursing program consists of a total of 120 SH. The requirements are divided into three categories: (1) Support and General Studies, which requires 61 SH that are transferred in; (2) pre-licensure Nursing courses completed prior to transfer, which require 38 SH that are transferred in; and (3) Nursing courses completed at the University, which require 21 SH.

Master of Science in Nursing

Students are prepared as advanced generalists or specialists who will care for patients throughout the full spectrum of health care delivery settings and across various stages of illness. Five concentrations are available to graduate students: Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nurse Administrator, Nurse Educator, and Nurse Practitioner (with available concentrations in Family Nurse Practitioner and Adult Nurse Practitioner). The MSN program is a graduate-level program which relies on the student matriculating after having completed a bachelor's degree in Nursing. Once at Resurrection University, the student completes a variety of didactic courses, simulated laboratory experiences and clinical experiences.

MSN students may select one of five concentrations: Nurse Administrator, Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nurse Practitioner, and Nurse Educator. Each program has slightly different combinations of courses to prepare the students to fulfill the specialty area. However, all students complete a core of courses. The program totals range from 40 to 44 SH: MSN Core Courses, 11 SH; Administration or Advanced Practice Clinical Core Courses, 9-12 SH; and Specialty Courses, 17-22 SH. MSN students complete a minimum of 500 Residency hours in which they practice and then apply their advanced nursing knowledge and skills.

Assessment of Student Learning

Students are assessed through a variety of evaluation of learning strategies including objective examinations which cover the didactic content and short answer essay examinations based on patient scenarios. Papers are written in several courses to allow for the assessment of knowledge and competence in both content and communication.

Bachelor of Science in Nursing

In addition to the University's general student assessment practices, pre-licensure Nursing students complete standardized normative exams for several courses. Students complete a comprehensive exam several weeks prior to graduation. Clinical competence of pre-licensure students is assessed in the University's Simulation Center throughout the first semester of the program and periodically throughout the remainder of the program. Clinical competence is also evaluated weekly through faculty observation and supervision in the clinical area. Finally, assessment of the success of the BSN graduates comes from other measures including registered nurse licensure examination (NCLEX-RN) pass rates, employment rates, and information about alumni lifelong learning.

Master of Science in Nursing

In addition to the University's general student assessment practices, MSN students write papers in every course. These involve the combination of previously learned or lived experiences with newly acquired information, which students transform into knowledge for use in situated environments. Case studies associated with specific patient-care or professional practice issues are incorporated. Clinical competence of the MSN student is assessed through skill demonstration reflective of the students' specific concentrations. Additionally, students are periodically tested in the University's Simulation Center. Clinical competence is evaluated weekly by the preceptor who directly observes and supervises the student in the clinical area and students' weekly residency experience reports are reviewed by residency faculty. MSN students complete a comprehensive project as the culminating activity. This project requires a scholarly synthesis of an individually-selected issue, practice challenge, or advanced nursing practice concern. Assessment of the success of the MSN graduates comes from other measures including certification examination pass rates, APN licensure rates (for appropriate concentrations), employment rates, and information about alumni lifelong learning.

Program Assessment

The University's units have program assessment plans which delineate items and timelines which must undergo scrutiny and data analysis. This data is evaluated for patterns of deficits and strengths. Items on the plan were derived from the accrediting and approval bodies for nursing, from the Illinois Nursing Practice Act, from the accrediting and approval bodies for HIIM, and from communities of interest (e.g., clinical affiliates and potential employers). The timelines ensure that all elements affecting the programs as well as the College of Nursing, the College of Allied Health, and the University are reviewed no less frequently than every three years; many items are reviewed yearly. Deans and program directors, along with the University's Institutional Effectiveness Committee, hold responsibility for ensuring that students are competent upon graduation. For example, the College of Nursing reviews NCLEX-RN pass rates quarterly and annually and certification pass rates annually, the HIIM program reviews pass rates of the national Registered Health Information Administrator (RHIA) certification exam, and the University reviews employment and continuing education data with the alumni surveys.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

These proposed degree programs will be offered at St. Francis Hospital in Evanston, the home of the St. Francis School of Radiography. St. Francis is owned by the University's parent corporation, Presence Health. Since the School of Radiography is not in use during the evening, the Resurrection University College of Nursing will use the School's space. The school has a large dedicated classroom with an LCD, laptop, television, VCR; an available secondary classroom; a locker room with individual lockers for each student as well as a restroom; a break room with refrigerator, microwave and vending machines, as well as a restroom; a cafeteria; free, secure parking; a resource center; a non-energized x-ray laboratory; and a medical library.

In addition, the hospital has a simulation center that houses four Laerdal simulated adult patients. The simulation center safely replicates the patient care experience so that the students can build skills and confidence in employing those skills. The Presence Health intranet is available to access for the most up-to-date policies and evidenced based practice through Mosby Skills. The smaller lab houses another lower tech simulated adult patient by the "Vital Sim Company" and one "static" mannequin. The Center includes a small office for the Simulation Center Coordinator. The office is used for coordination of the use of the Simulation Center and it also serves as space for tutoring nursing students.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

A cadre of 20 full-time faculty members, along with additional part-time and adjunct faculty members, provide Nursing education at Resurrection. Faculty members charged with delivering undergraduate education are minimally educated at the master's level. Doctoral-level faculty members have responsibility for the master's program curriculum and pedagogical development. The minimal educational requirement for full-time faculty who teach in the master's program is the completion of a doctoral degree or nearing completion of the degree (dissertation candidacy status). As additional full time faculty are hired, those who teach in the master's program will have doctoral preparation. All faculty members must hold and maintain

current professional credentials appropriate to the teaching assignment and to practice in the State of Illinois and have acceptable minimal clinical competence.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Resurrection University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures within a year of the programs' initiation.

Accreditation/Licensure

Bachelor of Science in Nursing

Resurrection University has nursing accreditation through the National League for Nursing Accrediting Commission (NLNAC) and program approval by the Illinois Board of Nursing. Graduates of the program are eligible to take the NCLEX-RN, which leads to licensure as a Registered Professional Nurse. However, because the undergraduate program at this satellite campus is a baccalaureate-completion program for practicing licensed nurses, graduates will not be prepared in this program for licensure.

Master of Science in Nursing

Graduates will be prepared to take exams based on their completed concentrations. Students completing Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nursing Administration, and Nurse Practitioner concentrations will be prepared for certification examinations provided by the American Nurses Credentialing Center. Nurse Administrator certification may also be sought through the National Organization of Nurse Executives. Nurse Educator graduates will be prepared to take the National League of Nursing Certified Nurse Educator (CNE) certification.

Program Information

Criterion 1030.60(a)(7) 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 University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion. The staff concludes that Resurrection University 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.

Saint Xavier University
18230 Orland Parkway
Orland Park, Illinois 60467
President: Christine M. Wiseman, J.D.

Proposed Program Title in Region of Authorization: Bachelor of Arts in Human Services (BAHS) in the South Metro Region

Projected Enrollments: Saint Xavier University projects enrollments of 18-20 students in the first year, rising to 55 students by the fifth year.

Institutional Accreditation: Saint Xavier University is accredited by the Higher Learning Commission and is a member of the North Central Association. Saint Xavier University is accredited at both bachelor's and master's levels by the North Central Association of Colleges and Schools. The Council for Standards in Human Service Education (CSHSE) has developed national standards accrediting each level of Human Service Education. The Human Services program at Saint Xavier University is designed to meet the general program characteristics and curriculum requirements for certification at a baccalaureate level by CSHSE. CSHSE accreditation will start as the program exhibits sustainable participants.

Background and History

Saint Xavier University (SXU or the University) is a private, co-educational, Catholic institution of higher education with an enrollment of more than 4,700 students at its Chicago and Orland Park campuses. The University offers 35 undergraduate programs as well as 30 graduate programs. Students have the option of earning the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music, Master of Business Administration, Master of Public Health and Master of Applied Computer Science.

The proposed Bachelor of Arts in Human Services program will be offered at the University's Orland Park Campus. This program is intended for students who have earned an associate's degree or equivalent credit hours. This program is also intended for students whose life experience and prior learning will allow them to be successful in a blended (combined online and face-to-face learning environment), accelerated program and to complete self-directed as well as instructor-assisted learning assignments. The BAHS program will provide students with the knowledge, skills, theory, and practice needed to enter the social and human service professions as skilled and knowledgeable practitioners. Future graduates with this degree will be qualified to aid individuals, families, and communities through guided assistance, support services, and accessing resources related to areas of need such as mental and physical disabilities, domestic violence, abuse, aging, addictions, crime, child advocacy, and other human and social services.

The Bachelor of Arts in Human Services program offers an opportunity for non-traditional students to obtain a degree through an applied program. Designed for adult learners, the program will attract a commuter population of working professionals continuing their education by taking courses full time during the evenings or weekends. It is expected that students enrolling in the Human Services program will be representative of the University's student body. Currently, the average age of adult learners at SXU is 26. The University's percentage of minority students averages 39 percent each year. Pell Grants are received by 45

percent of SXU undergraduate students with 80 percent receiving some form of financial aid. Further, it is anticipated that transfer students from area community colleges will be served by this program. Articulation agreements with nearby institutions such as Moraine Valley Community College, Joliet Junior College, Prairie State College, Harper College, South Suburban College, and College of DuPage will be developed. Students in the BAHS program will start as a cohort and continue with the same group for the duration of their study.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Saint Xavier University is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
52.2%	52.3%	54.9%	39/65
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
26.9	22.2	22.2	7/67

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

Chartered in 1847 by the Sisters of Mercy, Saint Xavier University's mission is to "educate men and women to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good." At the center of the academic mission is "the University's commitment to a strong general education program that introduces students to college life and learning, broadens their knowledge in the arts and sciences, helps them integrate learning and community concerns, and prepares them for success in their major fields of study and life after graduation. The BAHS program is grounded in the core values of the Sisters of Mercy who have a long legacy of social service acts within the community, establishing hospitals, schools, nursing homes, and shelters in addition to working with the poor, the mentally and physically disabled, single parents, and others in crisis. A Human Services undergraduate degree at Saint Xavier University, by its very nature, upholds the Sisters

of Mercy's mission of educating and serving the greater good. The objectives of the degree program are consistent with what the title implies.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the state degree objectives for which the program is offered will be achieved.

Admission

Saint Xavier University provides undergraduate education and graduate education at the master's level, as well as post-master's certification. Admission to the University is predicated upon graduation from an accredited high school or completion of a General Education Development Certificate (GED). In addition, potential students must provide official transcripts from high school if they are entering as freshmen or transfer students having completed less than ten transferrable courses. Test scores (e.g., ACT, SAT, or GED) and official transcripts from all previously attended colleges and universities are required. The University only accepts coursework from regionally accredited institutions. If applicable, potential students must demonstrate English language proficiency.

Students applying to the BAHS program at SXU must meet the following requirements: (1) have earned a minimum 2.5/4.0 cumulative GPA; (2) have successfully completed an Associate of Arts, Associate of Science, or Associate of Applied Science degree from a technical institution, community college, or a minimum of 60 equivalent transfer credit hours; and (3) have earned at least a "B" for each transfer that coincides with a major course.

Curriculum

The courses in the Bachelor of Arts in Human Services will be structured in a two-year, cohort format. The program begins with face-to-face (in-class) meetings two nights per week and attendance at the life experience/portfolio course, Adult Student Seminar. After the initial semester, students are moved to a combined online and face-to-face instructional format. Students attend class one evening per week, consisting of two sequential class sessions. Classes are delivered both face-to-face (in-class) and hybrid (in-class and online), with 70 percent face-to-face instruction. The third course during the term will be exclusively online. With the exception of electives, general education requirements, and internships, students will maintain this schedule during a two-year period. Students will have advising, technological education and support, and peer collaboration throughout the program.

Students receive 12-15 hours of instruction for each semester hour. The six hours of instruction each week includes: lectures, presentations, group activities, student presentations, videos, clinical practice experiences, instruction in multiple forms of online learning, study of peer-reviewed journal articles, and instruction on technological based social service applications of practice. Classes are eight weeks in length.

In order to fulfill the requirements for a Bachelor of Arts in Human Services, students must complete a total of 120 credit hours of coursework. The BAHS program consists of 57 credit hours within the major, nine credit hours in mission based courses, and nine optional credit hours in a track concentration; students select from three available concentrations which are Disability, Management and Entrepreneurial, and Addictions. Students may potentially earn up to 75 credit hours in the degree program. Students transferring with an associate degree, who

have satisfied the Illinois Articulation Initiative's General Education Core Curriculum, will only need to take the nine credit hour mission-based courses. Depending on a student's program evaluation, any additional credit hours may be used towards electives to complete the 120 hours of coursework required in the Human Services major.

Assessment of Student Learning

Assessment of student learning is grounded in core competencies reflecting the knowledge, skills, and dispositions of professionals in the field of Human Services (intrapersonal awareness, interpersonal abilities, diversity consciousness, technological integration, Microsystems analysis, and global connections). These five core competencies are embedded within an overall assessment plan for both student learning and program evaluation – a requirement of all campus undergraduate programs. The learning outcomes and strategies are aligned with the institutional assessment, curricular, and strategic plans. The BAHS program will incorporate formative and summative assessments to assure meaningful feedback regarding students' aptitude, skills, and knowledge that have been achieved. Examples of assessments include development of a professional career plan, portfolio, and digital collection of professional resources, as well as volunteer and internship experiences. Additionally, students' information literacy and technology skills will be assessed with pre- and post-tests through an online platform. The BAHS assessment plan is predicated on the fact that the courses in this degree program give special emphasis to theory, concepts, applied research, and internship that promotes critical inquiry, technology, diversity, communication, and collaboration among student practitioners in the field of human and social services.

Program Assessment

At the institution level, SXU implements a program evaluation plan to determine the degree to which students' needs are being met while in the program. The program evaluation plan is also designed to capture information about future graduates, their employment, and perceptions about the ways the program did or did not prepare them for work in the field of Human Services. Program faculty will study, annually, various aspects of the program including the curriculum, instructional methods, internships, and key assessments such as the research practicum and capstone assignment. Data from course evaluations, results from student assessments, and new field/industry standards will be used as sources of information for the ongoing improvement of the BAHS program. Finally, faculty will undertake research projects tailored to address key issues in the implementation of the program. An example of a question faculty will use is, "Assess the origins of an instructional problem and the development of a plan to address an unexpected curricular or instructional issue that is serving as an obstacle to student achievement." Findings from these efforts will be used to inform the program and ongoing improvement.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The SXU campus at Orland Park is a 31,000 square foot facility designed to be completely handicapped-accessible. The 46 acre campus is located near major expressways and includes amenities such as free parking, a modern café, and indoor and outdoor gathering spaces. It features seven smart classrooms, four classrooms with portable laptops and projectors, three computer labs, a fully equipped nursing lab, a study room, and a conference room. There is also a

STEM (science, technology, engineering & math) lab complete with a promethean board, i-pads and the latest technology. The building is completely Wi-Fi accessible, and equipped with document cameras, TVs, and Blue-Ray DVD players.

The University's library at Orland Park is 2,500 square feet and includes a technology center with a faculty librarian and technology assistance. The library's electronic database collections provide comprehensive subject coverage. The four most relevant databases useful for Human Services program are: (1) *Academic Search Complete*, which contains with more than 7,100 full-text periodicals, including more than 6,100 peer-reviewed journals; (2) *Ethnic NewsWatch*, which contains full-text articles from 279 publications, newspapers, magazines and journals of the ethnic, minority, and native press; (3) *PsychArticles*, from the American Psychological Association (APA), which contains more than 140,000 articles from over 60 journals published by the APA; and (4) *SocINDEX with Full Text*, which is the world's most comprehensive sociology research database.

In addition to these databases, the library has many more that can provide supplementary research sources. All of the library's databases are searchable through their own interface or through the library's WorldCat Local Meta search interface. The databases are available 24 hours a day, seven days a week from anywhere for any SXU faculty or student with a NetID and password. The library has a book and video collection to support the program. Library users can search for items at the SXU library, throughout the statewide I-Share consortium, or in libraries from around the country. They can borrow from other libraries, including the CARLI members; search for articles without regard to which database they are using; create lists of resources and bibliographies and share them with fellow classmates and/or instructors; format citations according to popular style manuals; and add personal reviews and ratings. Any book or video held at the Chicago or Orland Park campus is transferrable to the other in one business day.

Faculty and Staff

Criterion 1030.60(a)(6) 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 hiring of a full-time non-tenure track faculty member in the Bachelor of Arts in Human Services will commence in Fall 2013. The position title will be Associate Professorial Lecturer. The role of the faculty member is to be responsible for curriculum development and management, program assessment and learning outcomes, maintaining the integrity of the core proficiencies, and training of adjuncts. This position requires competency in online instruction. The faculty member must maintain an awareness of advances in theories and models pertaining to the field as well as having the ability to use various instructional methods of technology. A masters or doctorate degree in human/social services or related field is required. The position will be a one-year appointment with an option for continuance.

Adjunct instructors will be hired to teach in the human services program. They must hold a minimum of a master's degree with at least five years experience on instruction in the field of human/social services. Faculty will be required to have competency in online and/or hybrid instruction. In order to sustain academic quality in this program the full time faculty member and adjunct instructors will represent the various disciplines from the School for Continuing and Professional Studies, School of Nursing, and the College of Arts and Sciences of Saint Xavier University.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Saint Xavier University has submitted fiscal plans indicating tuition revenue exceed and will continue to exceed operating expenditures.

Accreditation/Licensure

The CSHSE has developed national standards accrediting each level of Human Service Education. The Human Services program at SXU is designed to meet the general program characteristics and curriculum requirements for certification at a baccalaureate level by CSHSE. Saint Xavier University will seek accreditation from the CSHSE as soon as the program exhibits sustainable participants. There is no specific individual practitioner state licensure for a bachelor's in Human Services.

Program Information

Criterion 1030.60(a)(7) 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 University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion. The staff concludes that Saint Xavier 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.

Argosy University – Chicago Campus
205 North Michigan Avenue – 13th Floor
Chicago, Illinois 60601
President: Dr. C. Ronald Kimberling

Argosy University – Schaumburg Campus
999 Plaza Drive
Schaumburg, Illinois 60173
President: Dr. C. Ronald Kimberling

Proposed Program Title in Region of Authorization: Education Specialist in Higher and Postsecondary Education (Ed.S.) in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus projects enrollments of one to two students in the first year, rising to eight students by the fifth year. Argosy University – Schaumburg Campus projects annual enrollments of seven students in the first five years.

Proposed Program Title in Region of Authorization: Doctor of Education in Higher and Postsecondary Education (Ed.D.) in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus projects enrollments of 16 students in the first year, rising to 67 students by the fifth year. Argosy University – Schaumburg Campus projects enrollments of 11 students in the first year, rising to 40 students by the fifth year.

Institutional Accreditation: Argosy University is regionally accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) as of September 2011.

Background and History

Argosy University (the University) is a for-profit higher education institution currently owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation, a publicly traded corporation. The University was approved in 2001 from a merger of three academic institutions consisting of the American Schools of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota. In 2011, the University's headquarters were moved from Chicago, Illinois to Orange, California. This relocation included changing the University's regional accreditor to WASC. Argosy University had been accredited from 1981 to 2011 by the Higher Learning Commission.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The University's mission is to "develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness." The stated purpose for both the Chicago and the Schaumburg campuses includes providing distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace. The proposed programs are consistent with the purpose, goals, objectives, and mission of the University and its campuses. The requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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 requirements for the Ed.S. and Ed.D. programs are the same at the Chicago and Schaumburg campuses. Students must hold a master's degree from a regionally accredited institution, an approved nationally accredited institution, or an appropriately certified foreign institution. In addition, applicants must meet the following criteria: (1) a grade point average of at least a 3.0 on a 4.0 scale in work leading to the master's degree and any subsequent graduate study; (2) official transcripts from the institution conferring the master's degree and other institutions at which the applicant did graduate work; (3) documentation of employment with, or access to, a professional or educational organization; and (4) other application materials, including a personal/professional goal statement. If applicable, potential students must demonstrate English language proficiency. Upon acceptance, students may request review of transfer credits, with a maximum of 15 hours allowed toward degree completion.

Curricula

The Ed.S. and Ed.D. programs in higher education are designed for students desiring to enhance professional competence as educational leaders, instructors, or consultants in post-secondary settings. Graduates of these programs may seek employment in areas such academic affairs, student affairs, or student services divisions within community colleges, technical schools and institutes, four-year colleges and universities as well as government, military, religious, profit or non-profit postsecondary educational organizations. Each program is built on a core of eight courses in higher education leadership, totaling 24 hours. Key topics addressed in the academic core include the following: leadership, finance, policy and law, introductory research methods, and advanced academic writing. In addition, students must complete an internship in a higher education setting and a related project.

Education Specialist in Higher and Postsecondary Education

The Education Specialist in Higher and Postsecondary Education program requires students to complete 36 credit hours of course work that comprises 24 credits of core course work and 12 credits of concentration work. The Ed.S. program offers three concentrations: Student Affairs and Services, Teaching and Learning, and Interdisciplinary Studies, which allows students to self-select a combination of courses from the first two concentrations.

Doctor of Education in Higher and Postsecondary Education

The Doctor of Education in Higher and Postsecondary Education requires students to complete 60 credit hours distributed as follows: 24 credit hours, core requirements; 12 credit hours, concentration requirements; 12 credit hours, research requirements; and 12 credit hours, dissertation requirements. The research and dissertation courses are designed sequentially in order to support students in preparing for and completing incremental steps to write a dissertation. The Ed.D. offers three concentrations: Student Affairs and Services, Teaching and Learning, and Interdisciplinary Studies, which allows students to self-select a combination of courses from the first two concentrations.

Assessment of Student Learning

Assessment of student learning in both programs is designed around four outcomes, reflecting the knowledge, skills, and dispositions of professionals in the field of higher education administration: (1) advance social justice and transformative practice; (2) design, implement, manage, and assess learning opportunities sensitive to stakeholder characteristics and collegiate and community environments; (3) promote organizational and administrative development; and

(4) conduct assessment, evaluation, and research. These core competencies are embedded within an overall assessment plan for student learning which includes checkpoints at various points including, admission to the program, prior to the internship, at the end of the internship, and at program exit. The checkpoints also serve as a gate keeping function, ensuring that students who continue to proceed through the program are prepared to do so. The Ed.S. and Ed.D. programs will incorporate formative and summative assessments to assure meaningful feedback regarding students' aptitude, skills, and knowledge that have been achieved. Examples of assessments include class projects, exams, evaluations by internship mentors, and reflective assignments to have students evaluate their own progress toward program goals.

Program Assessment

Argosy University's College of Education implements a program evaluation plan to determine the overall effectiveness of the program and the degree to which students' needs are being met while in the program. Program faculty will study, annually, various aspects of the program using data from assessments of student learning and other indirect measures of program effectiveness including: (1) student satisfaction results as reflected in the Noel-Levitz survey; (2) persistence rates; (3) student end of course evaluations; (4) enrollment patterns; and (5) IDEA survey which gathers student input on courses, programs, and faculty. The program evaluation plan is also designed to capture information about future graduates, their employment, and perceptions about the ways the program did or did not prepare them for work in the field of higher and post-secondary education administration. Questionnaires will be administered to employers, as well as alumni, inviting comment on the effectiveness of the program one and four years after graduation.

The University requires advisory committees to be established for each program which meet bi-annually. Membership includes representation from a variety of stakeholder sources including community members, employers, candidates, faculty, and alumni. At those meetings, the program chair is responsible for disseminating data reports; obtaining feedback on the appropriateness of program/course content, field experiences, dispositions, and capstone requirements; and, in cooperating with the advisory committee, identifying future needs or state and local requirements that might have an impact on the program.

Results of the department review are analyzed and linked to campus decision making. The program presents its findings to administrators, who evaluate the results of each program's effectiveness, including all data that will impact strategic planning and budgeting during the annual Institutional Effectiveness Review.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The University has identified facilities, equipment, and instructional materials that will accommodate all program operations. The Argosy University - Chicago Campus features 20 classrooms (16,924 square feet); two labs (1,600 square feet); a library (1,600 square feet); a student lounge and other amenities (14,493 square feet); as well as administrative/office space to support Admissions, Student Services, Financial Aid, and Career/Alumni functions. The Argosy University - Schaumburg Campus occupies has 11 classrooms, five of which are equipped with SMART technology (17,305 square feet); one lab (696 square feet); a library (2,787 square feet);

and other space for a student lounge and faculty, as well as, administrative offices. The facility also houses a computer lab complete with 24 computers.

The Argosy University Voyager Integrated Library System provides student and faculty access to a wide variety of scholarly resources and information needed for research and study. The system includes a searchable Online Public Access Catalog for locating print materials, dissertations, microform, and electronic collections of the 18 Argosy University Libraries. In addition, it provides administrative support for circulation, journal subscriptions, intercampus loans, acquisitions, and statistical reporting. Through this system, students at any campus are able to access and order materials from any of the system's library collections. Collectively, the libraries house more than 151,000 books, journals, dissertations, audio-visual materials, and other content.

The University's Chicago Campus library houses the book, journal, video collections, and two photocopiers in addition to study space and computer lab. The University's Schaumburg Campus library carries approximately 10,000 volumes, 75 current periodical subscriptions, six computers and two private study areas, plus study tables large enough to accommodate more than 30 students. In addition to campus-based collections, Argosy University's core electronic collections feature nearly 25,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog.

To further aid students in their research and learning, the Argosy librarians developed a collection of Library Instruction & Notes Given Online (LINGO) web-based tutorials, geared toward enhancing search strategies in a variety of search interfaces including EBSCO, ProQuest, InfoTrac, and ebrary. Library staff is available to guide library users through resource access sessions in group settings and through individual instruction.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

For its two campuses, the University has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the programs. All faculty teaching in the Ed.S. and Ed.D. programs must hold a doctorate and have at least two years experience in higher education administration. Four faculty have been identified for the Chicago campus programs, and seven faculty have been identified for the Schaumburg campus programs.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Argosy University has submitted fiscal plans for both the Chicago and Schaumburg campuses indicating tuition revenue exceeds, and will continue to exceed operating expenditures, beginning in year two of the proposed programs.

Accreditation/Licensure

Specialized accreditation of the proposed programs and licensure of program graduates are not required.

Program Information

Criterion 1030.60(a)(7) 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 University policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website

Staff Conclusion. The staff concludes that Argosy University 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 Adler School of Professional Psychology Authorization to Grant the Master of Arts in Emergency Management Leadership, the Master of Arts in Psychology: Military Psychology Specialization, the Master of Arts in Public Policy and Administration: Human Rights Concentration, and the Master of Arts in Public Policy and Administration: Urban Mental Health Concentration 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 Benedictine University Authorization to Grant the Master of Public Health in the Fox Valley 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 Benedictine University at Springfield Authorization to Grant the Bachelor of Science in Nursing in the Prairie 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 Mid-America Baptist Theological Seminary Authorization to Grant the Master of Divinity 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 Resurrection University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Nursing and Master of Science in Nursing in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Saint Xavier University Authorization to Grant the Bachelor of Arts in Human Services in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Argosy University – Chicago Campus Authorization to Grant the Education Specialist in Higher and Postsecondary Education and the Doctor of Education in Higher and Postsecondary Education 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 Argosy University – Schaumburg Campus Authorization to Grant the Education Specialist in Higher and Postsecondary Education and the Doctor of Education in Higher and Postsecondary Education in the North Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.