

**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 Industrial/Organizational Psychology in the Chicago Region

Benedictine University

- Bachelor of Arts in Clinical Life Science in the Central Region

Lindenwood University (MO) – Belleville Campus

- Bachelor of Arts in Advertising and Public Relations: Corporate Communications in the Southwestern Region
- Bachelor of Arts in Interactive Media and Web Design in the Southwestern Region
- Bachelor of Arts in Mass Communications in the Southwestern Region
- Bachelor of Arts in Physical Education in the Southwestern Region

Midwestern University

- Master of Science in Speech-Language Pathology in the West Suburban Region

Olivet Nazarene University (Out of Region Authority)

- Master of Arts in Education: Curriculum and Instruction in the Fox Valley, Prairie, and Western Regions
- Master of Arts in Education: Library Information Specialist in the Fox Valley, Prairie, and Western Regions
- Master of Arts in Education: Reading Specialist in the Fox Valley, Prairie, and Western Regions

REALTOR® University

- Master of Real Estate in the Chicago Region

Resurrection University, formerly West Suburban College of Nursing (Operating and Degree-Granting Authority)

- Bachelor of Science in Health Informatics and Information Management in the West Suburban Region
- Bachelor of Science in Nursing in the West Suburban Region
- Master of Science in Nursing in the West Suburban Region

Robert Morris University - Illinois

- Bachelor of Science in Accounting in the North Suburban, West Suburban, Chicago, South Metro, and Central Regions

Rush University

- Master of Science in Biomechanics in the Chicago Region
- Doctor of Philosophy in Biomechanics in the Chicago Region

St. Augustine College

- Bachelor of Arts in Early Childhood Education with ESL & Bilingual Endorsement in the Chicago Region

For-Profit:

ITT Technical Institute at Mount Prospect

ITT Technical Institute at Oak Brook

ITT Technical Institute at Orland Park

- Associate in Applied Science in Business Management in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Criminology and Forensic Technology in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Drafting and Design Technology in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Electrical Engineering Technology in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Graphic Communications and Design in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Mobile Communications Technology in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Network Systems Administration in the North Suburban, South Metro, and West Suburban Regions
- Associate in Applied Science in Paralegal in the North Suburban, South Metro, and West Suburban Regions
- Bachelor of Applied Science in Business Management in the North Suburban, South Metro, and West Suburban Regions
- Bachelor of Applied Science in Electrical Engineering and Communications Technology in the North Suburban, South Metro, and West Suburban Regions
- Bachelor of Applied Science in Information Systems and Cybersecurity in the North Suburban, South Metro, and West Suburban Regions
- Bachelor of Applied Science in Project Management and Administration in the North Suburban, South Metro, and West 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 13 institutions.

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

Proposed Program Title: Master of Arts in Industrial/Organizational Psychology in the Chicago Region

Projected Enrollments: The Adler School of Professional Psychology projects enrollments at 20 students in the first year, then 38 students 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.

Background and History

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

The school is seeking authorization to grant the Master of Arts in Industrial/Organizational Psychology in the Chicago Region. The Fall 2010 enrollment at the Adler School Chicago campus was 830 students.

Mission and Objectives

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

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

The proposed Master of Arts in Industrial/Organizational Psychology (MIO) program is consistent with the mission of Adler School of Professional Psychology to graduate socially responsible practitioners, engage communities, advance social justice, and to prepare students to think systemically about the impact of work and changes thereof on individuals in a society. As a practitioner-oriented institution, the School is committed to developing specialists in organizations who are well educated about the complexity of work and impact of organizational change in a community. A central goal of this program is to prepare socially responsible individuals who are able to offer industrial and organizational interventions while understanding the impact of organizational change in a society.

Curriculum/Assessment

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

Admission

The School has established admission requirements for students entering the proposed program. Applicants considered for admission to the Master of Arts in Industrial/Organizational Psychology program must have successfully completed a baccalaureate degree or the equivalent from an accredited institution with a cumulative grade point average of 3.0 or higher, one undergraduate course in introductory psychology, and one in research methods or statistics with grades of no less than "C" in each course, and a personal interview.

Curriculum

The MIO online degree program at the School aims to educate students in principles (theory and practice) of industrial and organizational psychology. The knowledge gained in this program prepares graduates to work in the community in domains such as organizational consulting, leadership development, program evaluation, talent selection and assessment, and training and development in addition to change management intervention. Graduates would be able to have impact at the organizational, team, and individual levels with a focus on socially responsible practice. The program has 42 credits (online) and consists of courses in Professional Development, Industrial and Organizational Psychology, Research Methods and Design, Problem Solving Analysis Techniques, Group Collaboration, Talent Selection and Recruitment, Competency Development and Performance Management, Training, Design, Delivery and Evaluation, Measurement of Individual Differences, Organizational Theory and Change, Organizational Development, Employee Attitudes and Organizational Culture, Workplace Motivation, and Leadership Development. There is also a Business Practicum/Seminar and a Community Engagement Project.

Assessment of Student Learning

The School has established policies for the assessment of student learning. Each of the program's intended learning outcomes is mapped to a means of assessment and criteria for success. The competencies expected of all graduates of the MIO program are organized under the three broad learning objectives of 1) practitioner-scholar, 2) integration of science, and 3) social responsibility. Core faculty of the MIO program will have the primary responsibility of measuring and evaluating whether students have achieved these outcomes in an effort to ensure that they are prepared to be entry level professionals in the field. In addition to program faculty, The Student Learning Committee of the School plays an oversight and coordinating role in student assessment activities and the Department Chair also plays a role in terms of construction of the annual report and coordination of the process. This is a part of the institution's annual Student Learning Outcomes Assessment Program (SLOAP) report which is accompanied by an Action Plan that translates the data into action that will revise curriculum and programs where indicated. This report is shared with the Board of Trustees each year.

Program Assessment

The School utilizes a number of processes to monitor its programs and marketability of graduates for all degree programs. The MIO program will be included in the institutional processes of meetings with key stakeholders, surveying alumni, and advisory committee meetings.

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

Facilities (space, equipment, instructional materials)

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

The School has adequate space, equipment, and instructional materials for the operation of the programs. The School moved to a new campus in July 2010 with 27 classrooms, 136 offices, and 105 workstations. The Library offers seating for 60, with an adjacent computer lab and online instruction room. The 1,400 square foot Center for Learning and Teaching has a capacity of 40. There are two large open-area breakout spaces with lounge furniture as well as 20 smaller open-area breakout spaces dispersed throughout campus for one to four people. The Library collaborates with faculty, clinicians, and researchers to support students in their progress to achieve the School's institutional learning outcomes. The library's holdings and networking with other educational institutions make available a wide range of materials necessary in meeting the needs of general counseling. The school has budgeted for the purchase of software and model building programs that deal with education, school systems, school law, and community development. Active membership in professional associations and their associated journals and a continual review of those association materials and multi-media materials will be maintained in support of the program.

Faculty and Staff

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

The School has policies in place to ensure faculty possess the training, credentials, and other related qualifications to provide instruction. The goal of the MIO program is to have all qualified doctoral-level instructors as faculty. Effective immediately, all future applicants must have a minimum of doctoral-level education. By Fall 2012, a full time doctoral-level faculty will be hired to teach in the program. All faculty will have teaching expertise, a terminal degree in an appropriate discipline, demonstrated research, and a commitment to service.

Fiscal and Personnel Resources

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

The proposed Master of Arts in Industrial/Organizational Psychology is consistent with existing programs offered at the School. The School has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

The School has been continuously accredited by the Higher Learning Commission of the North Central Association since 1978. Graduates of the Master of Arts in Industrial/Organizational Psychology are not required to obtain licensure nor certification before applying their skills and knowledge in the work place. They are encouraged to become members

of professional associations such as the Society of Industrial and Organizational Psychologists, The American Psychological Association, and The OD Network.

Program Information

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

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

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

Benedictine University
5700 College Road
Lisle, Illinois 60032
President: William Carroll

Proposed Program Title: Bachelor of Arts in Clinical Life Science in the Central Region

Projected Enrollments: The University has projected Fall enrollments in the proposed program will grow from ten students in the first year to 30 new students annually by the fifth year.

Institutional Accreditation and Licensure: Benedictine University is a member of the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

Benedictine University (the College) 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. In 1901, the College moved to its current location in Lisle, Illinois. Over the years, growth continued and the College became coeducational in 1968. The name of the College was changed in 1971 to Illinois Benedictine College. In 1996, the College became Benedictine University. The Fall 2010 enrollment was 6,892.

Benedictine University is seeking approval to offer the Bachelor of Arts in Clinical Life Science in the Central Region at its Benedictine University at Springfield Campus. The proposed program is outside of the institution's original approval regions.

Mission and Objectives

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

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

Benedictine University is described as “distinguished and guided by its Catholic and Benedictine tradition and heritage.” The University is “committed to liberal arts and professional education in order to prepare its students for a lifetime as active, informed, and responsible citizens and leaders in the world community.” The University intends to serve both adult and traditional aged students by providing traditional liberal arts undergraduate and professional graduate programs. In addition, it intends to reach out to the needs of the growing number of working adults who turn to higher education in order to advance their careers.

Curriculum/Assessment

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

Admission

Requirements for admission into Benedictine University are graduation from an accredited high school or the completion of a general education development (GED) diploma, official transcripts, and a personal interview. Applicants are expected to demonstrate proficiency in basic college level skills through assessment testing, submission of ACT or SAT scores, or grades in qualifying coursework from another approved institution of higher education.

Curriculum

The clinical life science degree program is designed “to prepare students who wish to pursue careers in medicine and other health-related fields.” The goals of the program are to 1) expose students to current biological issues within a liberal arts context; 2) examine the range of biological levels of organization—from molecular biology to organism to population biology; 3) expose students to current technologies to find information, demonstrate understanding of problems, identify appropriate strategies to solve problems, and select proper tools and assessment to address problems; and 4) integrate the chemical, physical, and mathematical principles necessary for a more complete understanding of the primary mechanisms of biology such as heredity, evolution, and development. The program is offered cooperatively with Northwestern University. The degree program will include traditional on-campus as well as online and blended instruction. Graduates of the program must complete 130 semester credit hours. In addition to the general education requirements, graduates of the Bachelor of Arts in Clinical Life Science program must complete 64 hours of courses in the major with grades of “C” or better including the following core courses; Principles of Biology I and II, Principles of Organismal Biology, Microbiology, Human Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, Biochemistry, Calculus, College Physics I and II, Medical Terminology, and at least 30 hours of credit from the Northwestern University didactic curriculum in Master of Medical Science including Patient Assessment I and II, Behavioral/Preventive Medicine I and II, Basic Science I and II, Clinical Laboratory Medicine I and II, Clinical Medicine I and II, and Pharmacotherapeutics I and II.

Assessment of Student Learning

Benedictine University has an identified plan to assess student learning. The University indicates “student learning is integrated into the program through a series of cohesive links in order to effect the alignment of mission-rooted, institutional objectives with outcome-based, course objectives and assignment objectives.” Students interact with faculty, have written assignments, and examinations as part of the process to encourage student development at Benedictine University.

Program Assessment

Benedictine University has described program assessment as an ongoing part of the University’s strategic planning. Annually a report is provided to the Provost detailing program activities in each department, student evaluations, and the College Assessment of Academic Proficiency report. The University has an ongoing plan to ensure the effective delivery of quality programs to its students.

At the institution level, Benedictine University participates in the Academic Quality Improvement Project (AQIP) model for continuous assessment and improvement. Formal measures also include exit learning surveys for students and curriculum mapping. These group and individual self-studies take place continually in order to advance the relation between process and outcome as well as identify strengths, confront areas of concern, and discover opportunities for even more sophisticated and cogent integration.

Facilities (space, equipment, instructional materials)

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

Benedictine University has identified facilities, equipment and instructional material that will accommodate all program operations at the former Springfield College in Illinois, which the University has acquired. Students will have access to library facilities, computing, and electronic resources such as Illinet Online, Illinois Bibliographic Information Service, and First Search. Library resources consist of over 20,000 volumes, periodicals both in print and electronic, and computer stations that access Benedictine University Library’s collection. Students will have access to both the former Springfield College Library collection and the Benedictine University Library collection, which houses nearly 116,000 titles in a variety of formats, including electronic and over 24,000 unique journal titles.

Faculty and Staff

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

Benedictine 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 proposed programs.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

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

Program Information

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

The Benedictine University catalog provides accurate information regarding the institution's policies, admissions procedures, tuition, fees, and refund policies. Material provided on the proposed program identifies objectives, course requirements, statements about accreditation and limitations on transferability of earned credits to other institutions.

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.

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

Proposed Program Title: Bachelor of Arts in Advertising and Public Relations: Corporate Communications in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 22 students in the first year rising to approximately 29 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Interactive Media and Web Design in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 17 students in the first year rising to approximately 34 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Mass Communications in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 19 students in the first year rising to approximately 39 students by its fifth year.

Proposed Program Title: Bachelor of Arts in Physical Education in the Southwestern Region

Projected Enrollments: Lindenwood University has projected enrollments of 20 students in the first year rising to approximately 60 students by its fifth year.

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

Background and History

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

Lindenwood University is seeking Board authorization to grant Bachelor of Arts degrees in Advertising and Public Relations: Corporate Communications, Interactive Media and Web Design, Mass Communications, and Physical Education. The University's Fall 2010 enrollment for the Belleville Campus was approximately 1,100 students, with total enrollment for the University at over 17,000 students.

Mission and Objectives

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

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

The proposed programs are consistent with the University's mission to offer values-centered programs leading to the development of the whole person - an educated, responsible

citizen of a global community and to providing an integrative liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning.

Curriculum/Assessment

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

Admission

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

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

Curricula

Bachelor of Arts in Advertising and Public Relations: Corporate Communications

The Bachelor of Arts in Advertising and Public Relations: Corporate Communications is a general, liberal arts degree that prepares graduates for lifelong learning. Features of the major include exposure to and practice in problem-solving skills, critical thinking skills, information gathering and synthesis skills, interpersonal and intrapersonal skills, and skills in research and statistical reasoning. The program consists of 128 semester credit hours: 54 credit hours are in general education courses, 57 credit hours are required in communications courses, and 17 credit hours are elective hours. The required communications courses include courses in Professional Media, Radio Production, Video Production, Photoshop, Fundamentals of the Internet, Basic Reporting, Professional Practice & Ethics, Writing for Electronic Media, Media Literacy, Public Relations, Buying and Selling Media, Media Management, Creative Advertising Concepts, Mass

Communications Law, Ad Campaign Management, Promotional & PR Copy Writing, Mass Communications Theory, and an experiential course, such as an internship.

Bachelor of Arts in Interactive Media and Web Design

The Interactive Media and Web Design program provides the education necessary for a career in web design and/or interactive media. Students are provided opportunities to learn and work with the latest technologies in this continually evolving discipline. The program provides a way for each student to combine and hone their artistic abilities with the complex technological skills necessary for success in the industry. Skills necessary to work with audio, video, graphics, typography, animation, and web pages are all tightly integrated into the curriculum. All students majoring in Interactive Media and Web Design must complete a portfolio. The program consists of 128 semester credit hours: 54 credit hours are in general education courses, 57 credit hours are required in communications courses, and 17 credit hours are elective hours. The required communications courses include courses in Professional Media, Video Production, Photoshop, Fundamentals of the Internet, Basic Reporting, Professional Practice & Ethics, Desktop Publishing, Web Design, 3D Graphics, Design with Illustrator, Advanced Video Production, Non-linear Video Editing, Mass Communications Law, Apps for Mobile Devices, Interactive Web Development, Advanced Interactive Scripting, a capstone course, and an experiential course, such as an internship.

Bachelor of Arts in Mass Communications

The Bachelor of Arts degree in Mass Communications, with its corresponding emphasis areas of broadcast, media management and sales, and sport information, provide the education necessary for a career throughout the various fields of mass communications. The program combines the broad study of how communities communicate using a wide variety of media. Students learn the theoretical concepts that drive the need to engage in the exchange of information. The program consist of 128 semester credit hours: 54 credit hours are in general education courses, 33 credit hours are required mass communications courses, 41 credit hours are in one of the emphases of broadcast, media management and sales, and sport information. The required mass communications courses includes courses in Professional Media, Radio Production, Video Production, Fundamentals of the Internet, Basic Reporting, Professional Practice & Ethics, Writing for Electronic Media, Media Literacy, Mass Communications Law, and Mass Communications Theory. The courses in the Broadcast emphasis include courses in Production for Television, Applied Mass Communications in Radio and in Video, Applied TV News, Broadcast Newswriting, TV News Production, Advanced Video Production, Non-Linear Video Editing, Media Management, TV News Reporting, 5 hours of elective credits and an experiential course. Courses in the Media Management & Sales emphasis include written communication, Buying and Selling Media, Media Management, Marketing, Management, 20 hours of elective credits, and an experiential course. Courses in the Sport Information emphasis include Photoshop, Desktop Publishing, Public Relations, Buying and Selling Media, Sport Management, Sport Management Policy, 20 hours of elective credits, and an experiential course.

Bachelor of Arts in Physical Education

The Bachelor of Arts in Physical Education with teaching K-12 requires completion of the general education core, physical education concentration, and education foundation courses. Following degree completion and passing state mandated examinations, the student may apply for certification to teach. Students are made aware their initial certification is from the State of Missouri by language in the University catalog and throughout the admissions process. If

interested, students can request their advisor explain the steps required to receive Illinois certification once the student has been certified in Missouri. Reciprocal agreements regarding any state are available for students if they wish to explore or consider certification in another state. The programs consist of 144 semester credit hours: 54 credit hours in general education, 48 credit hours in physical education courses, and 42 credit hours in education courses, including 12 credit hours of student teaching. The required physical education courses include First Aid/CPR/Sports Injuries, Health and Nutrition, PE methods, Human Anatomy and Physiology, Motor Learning and Rhythmic Activity, Measurement and Evaluation, Kinesiology, Physiology, Coaching, and Adapted Physical Education. The required education courses include courses in PRAXIS-Foliotek, Psychology of Teaching and Learning, Measurement and Evaluation, Reading in the Content Area, History and Philosophy of Education, Secondary Teaching, Perceptual Motor Development, Methods of Teaching, Education of the Exceptional Child, a Practicum, and Student Teaching.

Assessment of Student Learning

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

The University's Comprehensive Academic Assessment Program plays an important role in making this happen by creating a culture of continuous improvement. The Lindenwood Comprehensive Academic Assessment Program (CAAP) created in the latter part of the 1991-92 academic year is a growing part of the University culture of learning and improvement. As it currently stands, CAAP embraces five areas: 1) General Education; 2) Undergraduate majors and programs; 3) Graduate programs; 4) Extension campus sites; and 5) Non-academic components of the University's programs, which focus on two areas: the residential life program, which affects students residing on campus; and the campus life program in general, which affects all students, both residential and commuter. Faculty members in all areas stay current in their disciplines and understand the needs of the workforce. Surveys to employers are used to determine the skills and knowledge level of our students upon graduation and entrance into the work world. Students also attend undergraduate research symposiums and are able to network with students and faculty members, as well as guests at conferences, to discuss the types of skills desired by employers. Finally, each student has an academic advisor who is a full-time professor. These professors take seriously the need to prepare their students for life beyond graduation.

Program Assessment

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

Facilities (space, equipment, instructional materials)

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

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

Faculty and Staff

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

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

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

Neither accreditation nor licensure of program graduates is required for the proposed programs in Advertising and Public Relations: Corporate Communications, Interactive Media and Web Design, and Mass Communications.

For the Bachelor of Arts in Physical Education, the Missouri Department of Elementary and Secondary Education recognized the School of Education as having an exemplary program during its most recent visit. The School of Education is a member in “Good Standing” with the Teacher Education Accreditation Council (TEAC) and is currently moving through the accreditation process. Following degree completion and passing state mandated examinations, a student may apply for certification to teach in Missouri. Students are made aware that their initial certification is from the State of Missouri by language in the University catalog and throughout the admissions process. If interested, students can request their advisor explain the steps required to receive Illinois certification once the student has been certified in Missouri. Reciprocal agreements regarding any state are available for students if they wish to explore or consider certification in another state. The University has been in contact with the Illinois State Board of Education, the accrediting agency for the specific program in education.

Program Information

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

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

Staff Conclusion. The staff concludes that Lindenwood University and 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.

Midwestern University
555 31st Street
Downers Grove, Illinois 60515
President: Kathleen H. Goepfinger

Proposed Program Title: Master of Science in Speech-Language Pathology in the West Suburban Region

Projected Enrollments: Midwestern University projects initial enrollments of 40 students increasing to 74 students in subsequent years.

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

Background and History

Midwestern University (the University) is a non-profit institution that offers master and doctoral degree programs in a variety of health fields. The University was founded in 1900 as the American College of Osteopathic Medicine and Surgery. In 1986, the College moved its main campus to Downers Grove. The Board of Trustees founded the Chicago College of Pharmacy in 1991, the College of Health Sciences in 1992, and in 1993, combined the three Colleges to create Midwestern University. The University established a second campus in Glendale, Arizona in 1997 and in 2006 opened a College of Dental Medicine at its Arizona campus. In February 2010, a College of Dental Medicine was approved.

Midwestern University is requesting authorization to grant the Master of Science in Speech-Language Pathology in the West Suburban Region. The University's Fall 2011 enrollment at the Downers Grove campus was just over 2,100 students.

Mission and Objectives

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

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

The proposed program adheres to the mission of Midwestern University whose "historical and sustaining philosophy dedicates the University and its resources to the highest standards of academic excellence to meet the educational needs of the health care community." The proposed program is consistent with the purpose, goals, objectives, and mission of the University and its campuses, and the requested degree title is congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Each student admitted to the program should have a baccalaureate degree in Speech-Language Pathology or Communication Sciences and Disorders from a regionally-accredited institution. Students without such a major may be admitted if there is a completion of a number of required speech and hearing communication and disorder courses, as well as some other science courses. Students must have a minimum undergraduate GPA of 3.0 on a 4.0 scale from an accredited college or university and must submit scores on the general and writing sections of the Graduate Record Examination (GRE). Applicants must also submit a personal statement describing interest in the field, three letters of recommendation, and hold an interview with the speech-language pathology faculty. Students must agree to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy and pass a criminal background check.

The Midwestern University Speech-Language Pathology degree program will accept applications submitted to the Communication Sciences and Disorders Centralized Application Service (CSDCAS) from students applying to the Program. All applicants to the Speech-

Language Pathology degree program will be required to submit their applications, with all required materials, to CSDCAS (<http://www.csdcas.org>) by February 1 of the year for which admission is requested.

Curriculum

The general plan for the 21-month, seven-quarter Speech-Language Pathology curriculum includes completion of didactic coursework and supervised clinical practica in the Midwestern University Speech Clinic and community-based sites during the first five quarters. The final two quarters will be devoted to two, 10-week internships in a school or healthcare facility. The University has planned two tracks for the Speech-Language Pathology degree program curriculum: a thesis track and a nonthesis track. Students on the thesis track will develop and complete a thesis project based on an original research question.

Students completing either track are required to complete a minimum of 105 core semester credit hours to earn the degree. The core credits will include the following courses: Neurological Bases of Communication Disorders, Professional Issues and Ethics in Speech-Language Pathology, Research Methods in Communicative Sciences and Disorders, Healthcare Issues, Advanced Clinical Methods in Speech-Language Pathology I, Child Language Disorders I & II, Disorders of Articulation and Phonology, Voice and Resonance Disorders, Advanced Clinical Methods in Speech-Language Pathology II, Adult Language and Cognitive Disorders I & II, Fluency Disorders, Audiologic Rehabilitation for Speech-Language Pathologists, Augmentative and Alternative Communication, Dysphagia, Motor Speech Disorders, Communicative Disorders in Autism, three practicum (and seminars), and two internships (with seminars). Students who enroll for the thesis track will also take three Thesis courses (three semester credit hours each). Students enrolling in the nonthesis track will complete a capstone project requiring two courses (one and three semester credit hours, respectively).

Assessment of Student Learning

The University has established policies to assess student learning. At a minimum, program outcomes will include the percentage of students who complete the program, the percentage of students who complete the program in seven quarters, the percentage of graduates who pass the Praxis® national examination in speech-language pathology, and the employment rate within 12 months of graduation. Learning objectives are identified for each course. Assessment of student learning at the course level is the responsibility of the faculty and will be supervised by the department chair or program director. A variety of modalities are employed including traditional methods such as multiple choice examinations, short answer questions, essay questions, class attendance, and participation. Learning outcomes will also be measured using Objective Simulated Competency Evaluations (OSCE), oral examinations, presentations, and Clinical Competency Evaluations (CCE). The University has an Academic Assessment Plan which links program-level learning goals, intended student learning outcomes, and assessment activities. Under the plan, student learning outcomes are linked to a program mission statement or learning goal with assessment methods and benchmark criteria for each outcome.

Program Assessment

Each program at Midwestern University is required to submit to the University Academic Assessment Committee an annual standardized assessment plan which includes the learning goals, the student learning outcomes, assessment methods, and criteria for success. A standard template has been developed to facilitate the process. The individual program plans are

combined to create the University Academic Assessment Plan for that academic year. Several assessment methods will be utilized by the program to collect program assessment data. Results are reviewed and analyzed by the Dean, Vice President, Chief Academic Officer, and the President; and disseminated for further review and analysis to the Curriculum Committee on an annual basis.

Facilities (space, equipment, instructional materials)

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

The 105-acre Downers Grove Campus of Midwestern University includes facilities supporting the students, faculty, and administrators of its colleges. The facilities include 23 buildings; five of these currently house the main lecture halls, classrooms, and teaching laboratories. In 2005, the University administration announced plans, approved by the Board of Trustees in 2008, to build a new 220,809 square-foot, state-of-the-art basic sciences building to replace the current facilities in Prabhu Hall and accommodate new academic programs such as the Master of Science in Speech-Language Pathology degree program. The new building is designed to meet the growing needs of the Downers Grove Campus academic programs for additional space for the basic sciences faculty, laboratory space, classrooms, and offices. The Speech-Language Pathology Program will reside in Science Hall. The new Science Hall building, opened in July 2011, provides a classroom large enough to seat 40 to 50 Speech-Language Pathology degree program students and is equipped with Internet access, VCR, DVD player, projector, and Smart Board. A dedicated student laboratory is large enough to accommodate interactive group activities for the number of students in the class. In December 2010, Midwestern University purchased an off-campus property in Downers Grove approximately three miles from the Downers Grove Campus for a Multispecialty Clinic to serve as a major clinical site for all its clinical educational programs. Design plans are underway to construct a building that will house clinics in osteopathic medicine, pharmacy, clinical psychology, family medicine, physical therapy, occupational therapy, speech-language pathology, a Dental Institute, and an Eye Institute. The multidisciplinary clinic will be available for treatment to all students, staff, faculty, and the community-at-large. Preliminary plans project the clinic will be operational in the Fall of 2013.

The University provides its faculty and support personnel with desktop computers configured with network and Internet access. In conjunction with Human Resources, ITS provides comprehensive training on all technologies available to faculty and staff to ensure their technical expertise and to enhance the learning experience for students. Every lecture hall and classroom podium is equipped with a computer and Internet access.

The Midwestern University Library resources are suitable for the proposed program. The four libraries of the Midwestern University Library System are all accessible to the program students and faculty. The Library collections include over 75,000 print volumes, 1,600 journal subscriptions (print and electronic), and 36 electronic databases. The University Library system is a member of state-wide consortiums such as the College and Research Libraries of Illinois (CARLI).

Faculty and Staff

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

Midwestern University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University has designed a detailed plan for recruiting faculty members for the Speech-Language Pathology degree program that includes an outline of the number and experience of faculty members needed, selection criteria, basic job descriptions, and a timetable for faculty hiring. The College of Health Sciences has initiated recruitment of a Program Director for the Speech-Language Pathology degree program. The successful candidate will hold a doctoral degree in Speech-Language Pathology or a related area and preferably will have been awarded a Certificate of Clinical Competence (CCC) from American Speech-Language-Hearing Association (ASHA) and will possess or be eligible for Illinois state licensure.

Fiscal/Personnel Resources

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

The Speech-Language Pathology program is consistent with existing programs offered at the University. Based on expected enrollment of 40 students in the first year of the program and total enrollments of 74 per year in subsequent years, the University expects revenue to exceed expenses beginning in year two.

Accreditation/Licensure

Speech-language pathology programs are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Midwestern University plans to submit its application for candidacy status after receiving approval by the Illinois Board of Higher Education as required by the CAA.

Speech-language pathologists must hold a master's or doctoral degree to be eligible for certification, licensure, and practice as a speech-language pathologist. National certification is obtained through the Council for Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA), which establishes the standards for certification. The CFCC awards the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP), a nationally recognized professional credential. In addition to pre-graduation coursework and practicum requirements, the standards for the CCC-SLP require passing the Praxis® Exam in Speech-Language Pathology and satisfactory completion of the equivalent of 36 weeks (full time) of professional experience (the "Clinical Fellowship") post graduation. The Praxis Exam is administered by the Educational Testing Service (ETS).

Speech-language pathologists must be licensed to practice in Illinois pursuant to the requirements of the Illinois Speech-Language Pathology and Audiology Practice Act (225 ILCS 110). Passing the Praxis® Exam is also a requirement for licensure in most states, including Illinois. Meeting the requirements for ASHA certification will constitute meeting the requirements for Illinois licensure. Therefore, the proposed Speech-Language Pathology degree

program will prepare students to meet the licensing requirements in Illinois. The Illinois State Board of Education (ISBE) offers the School Service Personnel certificate (Type 73) endorsed in Speech-Language Pathology. This credential is necessary to work in Illinois public schools. The coursework and practica of the proposed program includes a school-based practicum that will prepare students to meet the requirements for this additional credential.

Program Information

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

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

Staff Conclusion. The staff concludes that Midwestern 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.

Olivet Nazarene University

One University Avenue

Bourbonnais, Illinois 60914

President & Chief Executive Officer: Dr. John C. Bowling

Proposed Program Title: Master of Arts in Education: Curriculum and Instruction in the Fox Valley, Prairie Regions and Western Regions

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

Proposed Program Title: Master of Arts in Education: Library Information Specialist in the Fox Valley, Prairie Regions and Western Regions

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

Proposed Program Title: Master of Arts in Education: Reading Specialist in the Fox Valley, Prairie Regions and Western Regions

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

Institutional Accreditation: Olivet Nazarene University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. As part of the School of Education unit, the graduate education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Background and History

Olivet Nazarene University (the University) is a private, Christian, Liberal Arts University affiliated with the Church of the Nazarene and is located in the Village of Bourbonnais, Illinois. The University was founded in 1909 and is currently authorized to offer select off-campus programs in the Central, Chicago, Fox Valley, North Suburban, Prairie, South Metropolitan, and West Suburban Regions. Fall 2010 enrollment for the University totaled approximately 4,500 (3,100 undergraduate) students from more than 40 states and 20 countries, representing more than 46 religious denominations.

Mission and Objectives

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

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

The proposed programs are consistent with the University's mission to "provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity."

The objectives of these degree programs are consistent with what their titles imply. The programs are designed to facilitate professional growth for those interested in becoming teachers and those who are currently in the field looking to advance their education. Each blends theoretical doctrine and practical experience with a "Christian Purpose" as the foundation. Each is aligned with state and national standards.

Curriculum/Assessment

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

Admission

Student applications will be collected at the off-site locations and evaluated and processed at the home campus. Admission standards will be the same as those at the home campus location. Included among the admissions requirements are the stipulation that each successful applicant must have earned an undergraduate degree from a regionally accredited institution; hold current teaching certification; have a minimum cumulative grade point average (GPA) of 2.5; demonstrate moral character consistent with attendance at a Christian university; and possess ability and discipline to pursue rigorous graduate-level studies.

Curricula

The coursework required for the Master of Arts in Education (MAE) programs in the Fox Valley, Prairie, and Western Regions mirrors the coursework required at the main campus in Bourbonnais, Illinois. While the curriculum components vary from program to program (explained in more detail below), the format and structure of the courses, contact hours, and operations in all Master of Arts in Education (MAE) programs are the same. Candidates attend classes one night per week for four hours throughout the entire core curriculum. The educational model demands active participation by candidates in their educational process with substantial responsibilities placed on the learner. Candidates are expected to spend a minimum of 20 hours per week in independent study time outside of class time.

Master of Arts in Education: Curriculum and Instruction (CIED)

The 33 semester credit hour Master of Arts in Education: Curriculum and Instruction (CIED) program provides practicing teachers with additional tools to help Pre-K-12 students adapt to the rapid social and economic changes occurring in our information-age society. Current educational practices in engaged learning, learning styles, technology integration, collegial collaboration and authentic assessment are threaded throughout the program. The culminating project is action research that incorporates theory and practice as it applies to enhancing teaching for improved student learning. Students are challenged to learn state-of-the-art strategies in order to create a classroom that encourages critical thinking, analysis, and reflection.

Master of Arts in Education: Library Information Specialist (MLIS)

The 36 semester credit hour Master of Arts in Education: Library Information Specialist (MLIS) program is designed for teachers who seek to become school library media specialists. The program incorporates current practices in the dissemination of library information and the uses of media resources. Coursework addresses legislation and other field-related topics, as well as specific school issues, resources, and populations. The curriculum is infused with a focus on diversity to better prepare you to meet the needs of every student. The program meets American Library Association (ALA) and American Association of School Librarians (AASL) requirements.

Master of Arts in Education: Reading Specialist (READ)

The 24 or 32 semester credit hour Master of Arts in Education: Reading Specialist (READ) program is designed to assist practicing teachers in becoming specialists in the area of reading. Completion of the first six courses, 24 credit hours, fulfills the State of Illinois requirements for a reading teacher endorsement. Completion of the 32 semester credit hour degree program leads to a Type 10 Reading Specialist certification. Through this program students learn how to construct assessment, curriculum, and instructional approaches to improve Pre-K-12 reading literacy. Strategies for improving reading comprehension, assessment and diagnosis of reading difficulties, and test analysis/interpretation will be studied. Focus on technology, diverse learning needs, and linguistic differences will be included. Three 15 clock hour clinical practicum experiences and a 32 clock hour creative project/practicum are required. A minimum 3.0 grade point average and a “B” or better on all clinical/practicum experiences is required to complete the program successfully.

Assessment of Student Learning

The assessment system is based on a set of five transition points, including 1) admission, 2) entry to clinical practice, 3) exit from clinical practice, 4) program completion, and 5) after program completion. Students are regularly evaluated and expected to demonstrate the requisite knowledge, skills, and abilities before they are allowed to move to the next level. Assessments generally include state tests, clinical practice evaluations, course grades, portfolios, self-evaluations and evaluations from faculty, and GPA.

Program Assessment

All key academic decision-making and program organization is managed from the main campus, including curriculum, faculty hiring and training, academic operations, and student support. Program review for the Master of Arts in Education programs is ongoing and includes student and faculty course evaluations. Responsibility for program review is vested in the Teacher Education Unit faculty. Curriculum changes must be approved by the Education faculty and the Graduate Affairs Commission.

The University has adopted state and national standards as program and student outcomes for these graduate programs. For CIED, the advanced continuing education program, the Illinois Professional Teaching Standards (IPTTS) have been adopted, and all courses/syllabi are aligned with these standards. The READ program outcomes follow the Illinois state Reading content standards and the International Reading Association (IRA) standards. The MLIS program outcomes follow Illinois State Board of Education Library Information Specialist Standards and the American Association of School Librarians (AASL). All programs are evaluated annually by the Illinois State Board of Education, and additionally, the READ and MLIS programs are evaluated by the respective national organization once every seven years.

Facilities (space, equipment, instructional materials)

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

Olivet Nazarene University has signed agreements with three organizations which will provide facilities at which students in the proposed degree programs will meet: The Diocese of Rockford (Fox Valley), Urbana School District 116 (Prairie), and Sterling Public Schools CUSD #5 (Western). Classes will be held in office buildings in conference style settings that contain conference-style furniture appropriate to adult collaborative learning. Each location is accessible and meets or exceeds the standards set by the ADA. All facilities utilized by the University are in compliance with any codes and ordinances appropriate to an educational facility. The University's Benner Library and Learning Resource Center is accessible to all students via web-based resources available for research and interlibrary loans. Additionally, library support services and staff are available to all on and off-campus students with many physical and digital support services.

Faculty and Staff

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

Each programs' coordinator holds an earned doctorate, has been certified in the content area, and has extensive field experience. Full-time doctoral-level faculty members from the School of Education are assigned as Professors of Record for key courses in the programs. All instructors have at least a Master's degree, have significant experience in the field, and have been endorsed/certified in the content area. University selection and hiring focuses internationally on hiring experienced practitioners who also have an earned doctorate in the appropriate area.

Fiscal/Personnel Resources

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

The Master of Arts in Education (MAE) programs are consistent with existing programs offered at the University. The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures by the third year or earlier of operations for each of the three regions in which the proposed degree programs will operate.

Accreditation/Licensure

As part of the School of Education unit, the graduate education programs at the University are accredited by the National Council for Accreditation of Teacher Education (NCATE). Graduates of the MAE programs are required to be certified teachers prior to admission to the program.

Master of Arts in Education: Curriculum and Instruction (CIED)

This program is an advanced continuing education program for current teachers. It does not lead to a new licensure or endorsement in the state of Illinois.

Master of Arts in Education: Library Information Specialist (MLIS):

Candidates in the MLIS program have an option of completing either the Library Information Specialist endorsement or Library Information Specialist certification.

Library Information Specialist endorsement requires a valid teaching certificate (03, 09, 10), demonstrated evidence of two years of teaching in a public and/or state-recognized private school, and completion of the 32 semester credit hour (8 courses) MLIS program with a "C" or better in all courses.

Library Information Specialist certification requires a valid teaching certificate, demonstrated evidence of two years of teaching in a public and/or state-recognized private school, completion of the 36 semester credit hour (8 courses) MLIS program with a "C" or better in all courses, and passing State tests #096 Basic Skills, #175 Library Information Specialist Content Test, and #104 K-12 APT. While successful completion of the three state tests are not program requirements for graduation, the University cannot entitle graduates with the new certificate unless evidence has been provided that the tests were successfully passed.

Master of Arts in Education: Reading Specialist (READ)

Candidates in the READ program have an option of either completing the Reading Teacher endorsement, the Reading Specialist endorsement, or a Reading Specialist certification.

Reading Teacher endorsement requires a valid teaching certificate, completion of 24 semester credit hours of required reading courses with a “C” or better in all courses, and passing state test #177 Reading Teacher Content Test or #176 Reading Specialist Content Test. While successful completion of the state test is not a program requirement for graduation, the University cannot entitle graduates with the new endorsement unless evidence has been provided that the test was successfully passed.

Reading Specialist endorsement requires a valid teaching certificate, demonstrated evidence of two years of teaching in a public and/or state-recognized private school, completion of 24 semester credit hours of required reading courses with a “C” or better in all courses, and passing State tests #177 Reading Teacher Content Test or #176 Reading Specialist Content Test. While successful completion of the state test is not a program requirement for graduation, the University cannot entitle graduates with the new endorsement unless evidence has been provided that the test was successfully passed.

Reading Specialist certification, a K-12 Type 10 certificate, requires a valid teaching certificate, demonstrated evidence of two years of teaching in a public and/or state-recognized private school, completion of the 32 semester credit hour (8 courses) READ program with a “C” or better in all courses, passing State tests #300 Basic Skills, #176 Reading Specialist Content Test, and #104 K-12 APT. While successful completion of the three state tests are not program requirements for graduation, the University cannot entitle graduates with the new certificate unless evidence has been provided that the tests were successfully passed.

Program Information

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

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

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

REALTOR® University
430 North Michigan Avenue
Chicago, Illinois 60611
President: Dale Stinton

Proposed Program Title: Master of Real Estate in the Chicago Region

Projected Enrollments: REALTOR® University projects enrollments of 90 students in the first year, rising to approximately 180 students by its fifth year.

Institutional Accreditation: REALTOR® University plans to seek institutional accreditation from the Higher Learning Commission (HLC) of the North Central Association.

Background and History

REALTOR® University (the University) launched in June 2002 and was established to become the online education destination for the real estate community and the exclusive provider of online courses leading to National Association of REALTORS® (NAR) official designations and certifications. In the beginning, REALTOR® University offered ten designation/certification and professional development courses totaling 72 hours of online education. Today, REALTOR® University offers over 65 courses (400+ hours) of professional development and continuing education courses. Since REALTOR® University's inception, 20,866 students have purchased 42,506 courses. In addition to online courses, the site also features a Coaching, Webinar and Video Center. Since launching the Webinar Center in 2009, 5,640 students have purchased live and archived webinars. The idea of the degree seeking aspect originated with the Presidential Advisory Group on Professionalism of the NAR. The University was granted authorization to operate as a postsecondary institution in the Chicago Region at the December 6, 2011, Illinois Board of Higher Education meeting.

Mission and Objectives

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

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

The proposal is consistent with the University's mission "to foster life-long student learning through high-quality, entrepreneurial and career-oriented programs in real estate. One of the initiatives in the National Association of REALTORS® strategic plan is to improve the competency and professionalism of realtors." Under this initiative is a business practice that "NAR promote the creation of advanced real estate degree programs, as well as other types of educational training for members."

Curriculum/Assessment

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

Admission

To be admitted, applicants must hold a baccalaureate degree from a U.S. institution accredited by, or in candidacy status with, a regional accrediting agency recognized by the U.S. Department of Education. International applicants must hold a degree recognized as equivalent to a U.S. baccalaureate degree. Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 3.00 or higher, in the last 60 credit hours of the undergraduate program, are eligible for direct admission. Applicants who meet baccalaureate degree requirements and whose undergraduate CGPA is below 3.00 must also achieve acceptable scores on the Graduate Management Admission Test (GMAT) and the Graduate Record Examination (GRE). Applicants must also complete a personal interview with an admissions representative.

Curriculum

The curriculum consists of 36 semester credit hours, 21 hours of which are program-specific hours, including a capstone course. For the remaining 15 credit hours, students custom design a concentration in one of five areas: Real Estate Association Management; Real Estate Asset and Property Management; Real Estate Sales, Marketing and Management; Real Estate Appraisal and Valuation Services; and Commercial Real Estate Investment and Analysis. In addition, students must complete (or demonstrate mastery of) seven business foundation core courses. The program-specific courses required of all students include courses in Real Estate Law, Real Estate Valuation, Real Estate Finance and Investments, Advanced Real Estate Principles, Real Estate Marketing, Sustainability, and a Research Project course.

Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. REALTOR® University programs are designed to achieve purposes appropriate to higher education, including development of critical-thinking skills, ability to apply informed judgment to technical and human problems and the ability to work cooperatively with others. These outcomes are facilitated by the high degree of structure in each course as outlined in the curriculum guide. Within each curriculum guide, the terminal course objectives are identified, defining the focus of the course and outlining the skill sets required for completion. Learning is reinforced by multiple and varied activities within the course.

Program Assessment

The University has established policies for its program assessment and review. REALTOR® University has a structured program development process that allows them to evaluate new-program ideas in a systematic way. Program ideas may come from within the University or from outside sources. In this program development model, program ideas are evaluated using established criteria. The University uses course-effectiveness surveys asking students to evaluate current offerings and suggest additional topics, courses, and curriculum areas.

In response to continuing technological and business change, the University implements a Continuous Curriculum Assessment and Improvement process. The University applies this process to all programs to maintain currency of the curriculum. This approach allows reduction in curriculum development times while preserving the value of a periodic comprehensive review to update the goals of each curriculum.

Facilities (space, equipment, instructional materials)

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

REALTOR[®] University headquarters, along with administrative and support services, are located at 430 North Michigan Avenue, 6th floor, in Chicago, Illinois. No major physical teaching facilities are needed as they have established an initial five-year strategic alliance with DeVry University which will include a Learning Management System to offer courses on-line. This will be done in a variety of formats including live and self-paced and will include synchronous and asynchronous learning. Where necessary and with proper approvals, courses can periodically be offered on-site and live through the facilities of the 1,500 state and local associations of REALTORS[®] throughout North America, the REALTOR[®] University office, and 90 DeVry University facilities nationwide. The REALTOR[®] University library is the largest real estate library worldwide. The library contains collections of historic real estate books, journals, reports, documents, digital resources, and artifacts. The library resides within Information Central, which is NAR's single point of contact for members, association staff, institute affiliates, government agencies, academic communities, and consumers.

Faculty and Staff

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

The University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, including, but not limited to, field experience in order to provide instruction at the University. REALTOR[®] University plans to adhere to a faculty credential hiring requirement of a terminal degree in the field of instruction from a United States Department of Education recognized accrediting body for faculty teaching in their programs. Initially, visiting faculty was offered a two-year renewable appointment and, upon acceptance, are part-time employees of the institution, rather than contingent contractors. Visiting faculty will participate in the academic committee structure. Initial committees include a faculty policy committee, a faculty curriculum committee, and a faculty library committee. Other committees will be constituted to ensure a faculty voice in academic decisions. In selecting visiting faculty, the University searched for individuals with extensive professional and academic experience in real estate. In addition to their academic qualifications, the visiting faculty has significant professional accomplishments in the real estate field. It is the University's aim to hire and to increase the number of full-time faculty and staff as the financial situation allows.

Fiscal/Personnel Resources

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

Initially, the University is not expecting revenues to equal expenses until the fifth year of the program. However, the NAR and REALTOR[®] University Leadership Teams are philosophically and financially committed to the creation of REALTOR[®] University. The objectives in the first year are to create a curriculum and faculty so that the projected inaugural 40 students can begin classes in the Spring of 2012. The National Association of REALTORS[®]

thoroughly understands the deep commitment that this type of venture requires from a financial and human resources perspective. The University has evaluated their resource needs including staffing, volunteer input, budget requirements, faculty, curriculum, technology, Board of Regents, corporate structure, relationship to the National Association of REALTORS[®], and strategic alliances. An independent Board of Regents with appropriate academic oversight experience has been constituted. The Board of Regents has passed appropriate resolutions relating to the mission, financial plans, and operations of REALTOR[®] University. Both NAR and the Board of Regents are completely committed to undertaking whatever is necessary to make a degree granting institution a reality.

Accreditation/Licensure

REALTOR[®] University plans to seek institutional accreditation from the Higher Learning Commission (HLC) of the North Central Association. The application for candidacy will be submitted after the first degrees are awarded, projected to be in 2014. The University is aware that plans must be progressing satisfactorily for the University to be considered for future degree approvals.

Program Information

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

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

Staff Conclusion. The staff concludes that REALTOR[®] 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.

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

Seeking Operating Authority: West Suburban Region

Proposed Program Title: Bachelor of Science in Health Informatics and Information Management (HIIM) in the West Suburban Region (Operating and Degree-Granting Authority)

Projected Enrollments: Resurrection University projects enrollments of 15 students.

Proposed Program Title: Bachelor of Science in Nursing in the West Suburban Region (Operating and Degree-Granting Authority)

Projected Enrollments: Resurrection University projects enrollments of 325 students each year.

Proposed Program Title: Master of Science in Nursing in the West Suburban Region (Operating and Degree-Granting Authority)

Projected Enrollments: Resurrection University projects enrollments of 60 students each year.

Institutional Accreditation: Resurrection University is accredited by the Higher Learning Commission and a member of the North Central Association. 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 has candidacy status for accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). A CAHIIM site visit is anticipated Spring 2012.

Background and History

Resurrection University (the “University,” formerly West Suburban College of Nursing) is a not-for-profit, upper-division, educational institution in Oak Park, Illinois. Undergraduates are required to complete general education and pre-professional courses before matriculation. Founded as West Suburban School of Nursing in 1914, Resurrection University is a Catholic-based specialty school for health sciences. Effective July 1, 2010, West Suburban College of Nursing became Resurrection University. The University is owned and operated by Resurrection Health Care, a not-for-profit Catholic organization sponsored by the Sisters of the Holy Family of Nazareth and the Sisters of the Resurrection. Resurrection Health Care 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, Resurrection 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.

Academic programs offered 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.

The University underwent a Change of Control on July 1, 2011 separating itself from a governance-and-finance perspective from Resurrection Health Care, a change which necessitated that the University seeks authorization to operate and grant degrees from the Illinois Board of Higher Education.

Mission and Objectives

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

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

The proposed programs are consistent with the University's mission to "prepare 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)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Resurrection University provides undergraduate education at the upper-division level and graduate education at the master's level. All admitted undergraduate applicants 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, 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.

Bachelor of Science in Health Informatics and Information Management

Included among admission requirements for undergraduate applicants to the Health Informatics and Information Management program are the following requirements: applicants must submit official transcripts from all colleges or universities attended and have a cumulative college grade point average (GPA) of at least 2.75 on a 4.00 scale.

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: applicants must pass the ATI Test of Essential Academic Skills (TEAS); submit official transcripts from all colleges and universities attended; 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: applicants must submit official transcripts

from all colleges and universities attended; 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); have a cumulative college grade point average (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 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: applicants must submit official transcripts from all colleges and universities attended; have a cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale; have a cumulative GPA for undergraduate and, if applicable, graduate nursing courses of 3.0 on a 4.0 scale; and 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 Health Informatics and Information Management

The undergraduate Health Informatics and Information Management (HIIM) program prepares students to participate in the health care team that develops, implements, and uses systems to effectively manage individual and population health information. Program graduates participate in the selection, use, or management of health care data. Graduates are prepared to support systems intended to promote patient safety, privacy, confidentiality, and information security. Students complete a variety of didactic courses, laboratory courses, and clinical experiences at Resurrection. The program consists of a total of 120 semester credit hours. The requirements are divided into two categories: 1) Support and General Studies which requires 59 credit hours that are transferred in; and 2) HIIM courses which require 61 credit hours that are completed at the University. The program is hybrid with 60 percent of University studies on campus and 40 percent online. Students use a learning management system to access course materials, a virtual lab to access HIIM-specific software for assignments, and online meeting tools to enhance their learning through both synchronous and asynchronous methods.

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 credit hours including the required 61 semester credit hours that are transferred in after being earned elsewhere. The requirements are divided into two categories: 1) Support and General Studies, which requires 61 credit hours that are transferred in; and 2) Nursing, which requires 59 credit hours that are completed at the University. Included in the Nursing hours completed at the

University are: didactic, 38 credit hours; elective, 2 credit hours; simulated laboratory experiences, 2 credit hours; and clinical experiences, 17 credit hours.

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

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 semester credit hours: MSN Core Courses, 11 credit hours; Administration or Advanced Practice Clinical Core Courses, 9-12 credit hours; and Specialty Courses, 17-22 credit hours. 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 Health Informatics and Information Management

In addition to the University's general student assessment practices, students in this program are required to write papers that involve the transformation of acquired fact into a situated environment; usually these are associated with a specific professional practice issue.

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 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, the Illinois Nursing Practice Act, the accrediting and approval bodies for HIIM, and communities of interest (e.g., clinical affiliates and potential employers). The timelines ensure 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 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)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The University has operated out of its campus in Oak Park, Illinois since 1914. The University leases slightly over 21,000 square feet of classroom, laboratory, library, student lounge and office space to accommodate 400 students and 50 faculty and staff members.

Resurrection University Library is a professional health science library. The physical collection includes over 3,000 books. The library provides electronic document delivery services to the Resurrection University community giving students access to any of the library's 500

professional journals. The Library participates in DOCLINE, the National Library of Medicine's automated interlibrary loan (ILL) request routing and referral system. The library also provides students access to online databases OVID, EBSCO and PubMed.

Resurrection University has agreements with 12 healthcare institutions within the Resurrection Health Care system and 25 clinical locations outside of Resurrection Health Care at which University faculty provide instruction and students experience on-site learning.

Faculty and Staff

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

One doctoral-level full-time faculty member runs the small HIIM program with the anticipation that another faculty member will be hired Fall of 2012. Additionally, adjunct faculty members who have experience in HIIM programs at other institutions provide instruction.

A cadre of 20 full-time faculty members, along with additional part-time and adjunct faculty members, provides 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 is hired, those who teach in the master's program will have doctoral preparation.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

Bachelor of Science in Health Informatics and Information Management

Graduates will be eligible to sit for the national Registered Health Information Administrator (RHIA) certification examination.

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 (National Council Licensure Examination), which leads to licensure as a Registered Professional Nurse.

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

Detailed admission and program descriptions submitted as part of the application provide information regarding 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.

Robert Morris University - Illinois
401 South State Street
Chicago, Illinois 60605
President: Michael P. Viollt

Proposed Program Title: Bachelor of Science degree in Accounting in the Central, Chicago, North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: Robert Morris University - The University plans to admit 40 new students in the first year increasing to 100 students by year five in the program proposed for the Chicago campus located in the Chicago Region. The University also plans to admit 30 new students in year one increasing to 60 students by year five in the program proposed for the Orland Park campus located in the South Metro Region. The University plans to admit 20 new students in year one increasing to 45 students by year five in the program proposed for the Aurora/DuPage campus located in the West Suburban Region. For the Lake County campus, located in the North Suburban Region, the University plans to admit 20 new students during year one increasing to 45 students by year five in the proposed program. The University plans to admit 15 new students during year one increasing to 35 students by year five in the program proposed for the Springfield campus located in the Central Region.

Institutional Accreditation: Robert Morris University - Illinois (the University) is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association (NCA).

Background and History

Robert Morris University - Illinois (formerly named Robert Morris College) was founded in 1965 as a private not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. In April 2009, the name was changed to Robert Morris University - Illinois, and it currently offers a number of associate degree programs, four bachelor degree programs, and three master degree programs at its main campus in Chicago. The University is also authorized to operate and grant degrees in the Central, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions.

The University is seeking approval to offer the Bachelor of Science in Accounting at its campuses in the Central, Chicago, North Suburban, South Metro and West Suburban Regions.

Mission and Objectives

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

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

The proposed Bachelor of Science in Accounting is consistent with the title of the degree as it aims to develop students' understanding of the conceptual framework of accounting and the application of generally accepted accounting principles. It is also in consonance with the purpose, goals, objectives, and mission of the University. Completion of this program will prepare students for career positions in the Accounting profession.

As its mission, the University offers professional, career-focused education in a collegiate setting to diverse communities.

Curriculum/Assessment

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

Admission

Admission requirements at the University include high school graduation from a state-approved high school or the equivalent General Educational Development (GED) diploma, or military documentation of high school equivalency. Candidates are encouraged to have a personal interview with an admission representative of the University. For students coming straight from high school, grade point averages (GPAs) and ACT scores are the two main factors in admissions, but these become decreasingly important in assessing an adult applicant. The program is designed to serve students who begin as freshmen as well as those with varying levels of accounting and/or business background. Students with an associate degree in accounting will be able to matriculate as juniors, having satisfied their foundation business courses.

Curriculum

The curriculum aims to develop students' understanding of the conceptual framework of accounting and the application of generally accepted accounting principles. That is, students will be able to explain and execute the accounting cycle, make decisions based on alternatives in accounting pronouncements, prepare and analyze financial statements, examine financial data and apply generally-accepted auditing standards and be able to perform compliance work in U.S. taxation as well as make recommendations regarding the Internal Revenue Tax Code. Also, the curriculum is designed to develop students' critical thinking and analytic reasoning skills in relation to identifying how management and industry issues affect accounting principles and impact financial statements. The curriculum further encourages students to embrace and utilize a variety of technologies and applications to solve problems. That is, students will be able to use personal computing software, financial tools, and technological devices to make sound business decisions. Students will be able to pursue opportunities for additional course work which better prepares them for graduate study in an area of accounting and/or counts towards fulfilling the basic requirements for sitting for certifications, such as the CPA, CMA and CFE.

Assessment of Student Learning

The University utilizes an institution-wide assessment program and comprehensive processes that ensure the centrality of learning in academic programs and non-academic departments and provide for analysis, conclusions, and changes for improved student learning and institutional effectiveness. Faculty, staff, and students from all of the University's locations participate in the process. Annual assessments of student learning are conducted by standing faculty curriculum committees on samples of student work using established outcome statements, evaluation rubrics, standardized assignments, and pre-/post tests. Samples of authentic student work are judged on the extent to which they meet the expectations defined in a particular program-level learning objective/student outcome statement. The Dean of each academic division at the University is responsible for overseeing the assessment of student learning in the division's programs. At least one full-time faculty member of the respective divisions holds an appointment as the division's Assessment Chair.

Program Assessment

Robert Morris University - Illinois uses a variety of assessment methods. Student learning outcomes are evaluated for individual courses, programs, and universal competencies. Other data collection sources include licensure/certification exam results, retention and graduation rates, placement results, student satisfaction surveys, employer satisfaction surveys, graduate satisfaction surveys, faculty reviews, internship/clinical supervisor feedback surveys, and advisory committee reports.

Student outcomes in the program are also evaluated using retention data where retention and graduation rates and time-to-completion are reported monthly, year-to-date, and fall-to-fall for each program, academic division, and institution-wide. The University also uses Program Advisory Board input to review program quality matters including curriculum, resources, and program outcomes and will discuss emerging program strengths and opportunities for further consideration. Finally, the University also utilizes the Graduate Exit Survey to assess the educational experience from the student's perspective and his/her satisfaction with the program. The survey asks students for feedback regarding their educational experiences during the program, among other experiences.

Facilities (space, equipment, instructional materials)

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

The facilities identified by the University are sufficient to support the proposed program. The University has adequate general classroom, student services, and administrative space at each campus to accommodate the enrollment projected for the proposed degree. Each campus has administrative space that includes private offices and open office space to accommodate full- and part-time faculty, student support and student services staff, campus administrators, as well as reception, storage, and office and technology support areas.

The University's library resources are sufficient to support the proposed program. The University has a library with an on-site collection and online access to the University's entire collection of electronic databases. Students have complete access while at the campus or elsewhere via a personal computer.

Faculty and Staff

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

The University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction at the University. The University adheres to a faculty credential hiring requirement of a minimum of a degree in the appropriate field of instruction at least one level higher than the program in which they teach.

Fiscal and Personnel Resources

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

The Bachelor of Science in Accounting is consistent with existing programs offered at the University. Robert Morris University - Illinois has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the second year of operations for the proposed degree program.

Accreditation/Licensure

The curriculum of the proposed Bachelor of Science in Accounting is designed to meet the accreditation criteria of the International Assembly for Collegiate Business Education (IACBE). The University's School of Business will seek IACBE accreditation of the B.S. in Accounting program after the program has been in place for two years with students enrolled (an IACBE accreditation process stipulation).

Graduates of the proposed program will be positioned to pursue a number of certifications upon completing the program such as the CPA, CMA and CFE.

Program Information

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

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

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

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

Proposed Program Title: Master of Science in Biomechanics in the Chicago Region

Projected Enrollments: Rush University projects enrollments of three students in the first year rising to six students by the fifth year.

Proposed Program Title: Doctor of Philosophy in Biomechanics in the Chicago Region

Projected Enrollments: Rush University projects enrollments of two students in the first year rising to eight students by the fifth year.

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

Background and History

Founded in 1972, Rush University (the University) is a not-for-profit University affiliated with Rush University Medical Center. The University includes Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. Rush University is seeking approval to offer the Master of Science in Research Administration in the Chicago Region. The Fall 2011 enrollment was approximately 1,900 students.

Mission and Objectives

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

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

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

Curriculum/Assessment

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

Admission

Applicants to both the Master of Science and the Doctor of Philosophy in Biomechanics program must have completed a bachelor’s degree from a regionally accredited institution, completed all prerequisite courses with a minimum 3.0 on a 4.0 scale, an overall cumulative GPA of 3.0 on a 4.0 scale, submit scores from the Graduate Record Examination (GRE), submit three letters of recommendation from persons who are knowledgeable about the quality of the applicant’s scholarly activities and/or work experiences, and provide an essay indicating the applicant’s personal statements and future goals.

Curricula

Master of Science in Biomechanics

The M.S. program in Biomechanics will require a minimum of 72 semester credit hours of academic course work taken at the graduate level consisting of core courses in biomechanics, strength and properties of biomaterials and basic anatomy (20 credit hours); research core courses in biostatistics, writing practicum, ethics and journal club (8 credit hours); professional track course in cell and tissue biology, kinematics of human motion and spine biomechanics (15 credit hours); and thesis work (29 credit hours).

Doctor of Philosophy in Biomechanics

The Ph.D. in Biomechanics will require a of minimum of 192 semester credit hours of academic course work taken at the graduate level and consisting of core courses such as principles of mechanics and strength of biomaterials, biomechanics and anatomy which will help the student in understanding basics of musculoskeletal biomechanics (20 credit hours), research core courses such as writing practicum, biomedical ethics, biostatistics, experimental design and journal club will help the students to formulate and execute meaningful research (13 credit hours) and professional track course in biomechanics including cell and tissue biology, bone biology, analysis of human motion, spine biomechanics, implant design and wear of implants will help the students to perform high quality, up-to-date research in orthopedic biomechanics (39 credit hours). In addition, students will be able to further their knowledge in any subject using the four

semester hours of elective or independent study. A formal research project and dissertation constitutes 116 semester credit hours of credit.

Assessment of Student Learning

Rush University has established policies for assessment of student learning outcomes. Detailed learning objectives are clearly identified for each competency. Student outcomes within the programs will be assessed through a variety of direct and indirect performance measures that include but are not limited to: examinations; participation in class discussions and seminars; written assignments; journal club presentations and summaries; laboratory skill demonstrations; course evaluations; student, alumni and employer surveys; thesis or dissertation completion; and roles and contributions within the academic and scholarly community.

Program Assessment

Rush University has established policies for program assessment. Assessment activities and outcomes are monitored and evaluated by the Office of University Assessment and Student Learning (UASL) and the University Assessment Committee (UAC). UASL is an academic affairs unit that conducts ongoing evaluation and educational research across educational programs to support continuous quality improvement within the University. The UAC requires each program to submit an annual report on their assessment of student learning outcomes. The report includes the following: list of all program outcomes; direct and indirect measures used by the program to assess learning; data that provide evidence of learning; and analysis of the data with description of how program has used assessment data for purposes of program improvement.

Facilities (space, equipment, instructional materials)

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

The facilities at Rush University are sufficient for the proposed program. Existing facilities, equipment, and support systems are in place to accommodate the addition of the new programs. Rush University has an extensive library with the print and electronic resources necessary to support the proposed program. The primary facilities to be used for the classroom, laboratory, administrative and student service activities for these new programs are the Armour Academic Center (AAC) and the Orthopedic Ambulatory Building (OAB). The AAC is the hub of most student activities at Rush University. Rush University Medical Center is currently undergoing a major construction effort, which includes new clinical facilities and a new hospital.

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

The library of Rush University occupies two levels of the AAC and more than 28,000 square feet of space. It is equipped with 19 computer stations, one printer and four copy machines. Printing stations are accessible in both Library and METC locations. Research in the area of Biomechanics requires databases such as PubMed & Ovid Medline, both of which are available in the library.

Faculty and Staff

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

The University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed program. Rush University currently has eight full-time faculty in the Graduate College and eight full-time faculty in the Musculoskeletal Biomechanics: Orthopedic Surgery is to teach in these programs. All faculty members have Ph.D. degrees and have extensive teaching and research experience.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that Rush 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.

St. Augustine College
1345 West Argyle Street
Chicago, Illinois 60640
President: Andrew Sund

Proposed Program Title: Bachelor of Arts in Early Childhood Education with ESL & Bilingual Endorsement in the Chicago Region.

Projected Enrollments: St. Augustine College has projected Fall enrollments in the proposed program to be 25 students in the first year rising to 85 students by year three.

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

Background and History

St. Augustine College (the College) was established in 1980 to meet the needs of Hispanic adults in Chicago for bilingual, technological, and vocational education. The Illinois Board of Higher Education granted St. Augustine authorization to operate in 1980. Since that time, the College obtained authorization to grant a range of associate of arts and associate of applied science degrees, culminating with approval to grant the Bachelor of Social Work degree in 1997.

St. Augustine College is seeking approval to offer the Bachelor of Arts in Early Childhood Education with ESL & Bilingual Endorsement in the Chicago region. The College's Fall 2011 enrollment was 1,568 students.

Mission and Objectives

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

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

The proposed program is consistent with St. Augustine College's mission to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction and to build a bridge to fill cultural, educational, and socio-economic gaps. This proposed program will support and strengthen the General Education Core Curriculum of the College by adding courses in physical science and mathematics and will encourage and motivate students in Liberal Arts at the Associate Degree level to pursue their studies at the Baccalaureate level. Upon successful completion of the program, students will obtain a baccalaureate degree in Early Childhood Bilingual Education and will become eligible for the Illinois Teacher Certificate and the Bilingual Teacher Endorsement.

Curriculum/Assessment

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

Admission

The requirements for admission to the Early Childhood Education with ESL and Bilingual Endorsement program follow two steps: first, students must be admitted to the College by providing evidence of completion of High School or its equivalent; or demonstration of an ability to benefit from the College's programs as determined by the St. Augustine Testing and Assessment Center. Then, students must complete preliminary course work and apply for admission to the program. Admission to the Program entails completion of the College's General Core Curriculum Education Requirements, submission of two letters of recommendation, and a written statement explaining his/her interest in the program and professional goals. Students must also pass the Illinois Certification Testing System (ITS) Basic Skills Test prior to admission to upper level courses, and have earned a GPA of 2.5.

Curriculum

The Bachelor of Arts in Early Childhood Education (ECE) with ESL and Bilingual Endorsement prepares students in accordance with the standards of the Illinois State Board of Education (ISBE) for bilingual certified teachers for children ages zero through third grade. This program requires 126 semester credit hours including 52 credit hours of general education courses, 56 credit hours of major requirements, and 18 credit hours of bilingual teacher approval requirements. The major requirements (all in ECE) include the following courses: Introduction to Early Childhood Education, the Exceptional Child, Language Acquisition & Language Arts for Young Children, Philosophical and Historical Foundations, Curriculum & Instruction, Early Childhood Development, Methods of Teaching Reading, Teaching Strategies with Multicultural Groups, Language Development, Child, Family and Community, Developmental Assessment of Young Children, Methods of Teaching Language Arts, Music & Art utilizing technology, Methods of Teaching Mathematics, Science & Social Studies utilizing technology. Also included is an independent study, the Pre-student Teaching-Clinical Experiences, and Student Teaching. The 18 credit hours of bilingual teacher approved requirements include courses in foundations of bilingual education, teaching communication skills in cross-language/culture situations, methods of teaching language and culturally diverse students, methods & materials for teaching second language learners, assessments in the bilingual classroom, and methods & materials for teaching English as a second language.

Assessment of Student Learning

The College has an identified assessment plan. Each student will develop a program portfolio that will contain evidence from each course indicating and demonstrating that specific course objectives and program outcomes have been achieved. Programs utilize a variety of measures, including pre/post tests, rubrics for grading papers and projects, portfolios, and item analysis. Prior to admission to the program all students must take and pass the Illinois Basic Skills Test (IBST). The Early Childhood Education Program must provide description and data on six "key" assessments. The reported assessments must be required of all candidates in the program. The key assessments are Illinois Content Area Test administered written exam, content assessment, assessment of candidates' ability to plan instruction or plan an appropriate

environment, clinical practice assessment, candidates' impact on students' learning, and assessment of professional teaching.

Program Assessment

The College has a documented plan that describes the effort to effectively review and manage program outcomes. All programs submit a three-year plan of assessment that details how all courses will be assessed in a three year cycle. The proposed program outcomes align with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the ISBE Standards for Certification in Early Childhood Education. Because this is a program that must meet multiple and rigorous standards and approval processes, the proposed program will have all course objectives linked to program outcomes and NAEYC (NCATE approved), as well as ISBE standards. These will be aligned in each course syllabus, together with the unit's conceptual framework.

Facilities (space, equipment, instructional materials)

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

The College has identified adequate space, equipment, and instructional material for the operation of the program. Two buildings house the major administrative functions of the College. The buildings together include the library, 16 classrooms, five respiratory therapy labs, four science labs, and four computer labs. All areas of the College provide wireless Internet. Because the upper-level classes in the ECE BA program will be taught in a cohort format, the 1345 building will be able to provide one classroom reserved for the ECE BA. This classroom has wireless Internet, as well as an LCD projector that can be connected to the instructor's laptop. There is also video/audio capability to present DVD's. The library offers eight computers for student use and the largest open computer lab includes 30 computers. The college's Library Director has been working with a consultant who has shared a list of recommended core reference and other recommended books that would provide a good foundation for the BA program. The program will work to add new and up-to-date children's books in math, science, and also some children's books on topical subjects such as divorce, bullying, etc. The library plans to purchase the EBSCO education database, Education Research Complete system.

Faculty and Staff

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

The University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed program. Program staff is comprised of the Chair, three Resident Professors/Coordinators, and 16 Adjunct Professors. All adjunct and any new faculty would need to hold, minimally, a master's degree in education and practical teaching experience in a PK-6 classroom. Ideally, faculty would also have college teaching experience. The clinical internship/student teaching coordinator will also need to hold, minimally a master's degree and experience in coordinating student teaching.

Fiscal/Personnel Resources

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

The College has submitted fiscal plans indicating tuition revenue for the proposed program will exceed operating expenditures by the third year of program operations. In the last three years the College has experienced very positive growth in enrollment while expenses have increased modestly (except for health care).

Accreditation/Licensure

The Bachelor of Arts in Early Childhood Education with ESL and Bilingual Endorsement prepares students in accordance with the standards of the Illinois State Board of Education (ISBE) for bilingual certified teachers for children ages zero through third grade. Upon successful completion of the program, students will obtain a baccalaureate degree in Early Childhood Bilingual Education and will become eligible for the Illinois Teacher Certificate and the Bilingual Teacher Endorsement. Following the approvals of the IBHE, ISBE and the Higher Learning Commission, the College will immediately begin the process to obtain accreditation of the proposed program with the National Council for Accreditation of Teacher Education (NCATE).

Program Information

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

The catalog from the College provides accurate information regarding policies, admissions procedures, tuition, fees, and refund policies. Materials provided on the proposed program identify objectives, course requirements, and statements about accreditation.

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

ITT Technical Institute at Mount Prospect

**1401 Feehanville Drive
Mount Prospect, Illinois 60056
Director: Kristine Ginley**

ITT Technical Institute at Oak Brook

**800 Jorie Boulevard, Suite 100
Oak Brook, Illinois 60523
Director: Lisa Breitenberg**

ITT Technical Institute at Orland Park
11551 184th Place
Orland Park, Illinois 60467
Director: Elvis Parker

Proposed Program Title: Associate in Applied Science in Business Management in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 11 students in the first year to 33 students in the fourth year of the program in the North Suburban Region, from nine to 30 students in the South Metro Region, and from eight to 24 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Criminology and Forensic Technology in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 30 students in the first year to 74 students in the fourth year of the program in the North Suburban Region, from 30 to 73 students in the South Metro Region, and from 31 to 75 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Drafting and Design Technology in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 26 students in the first year to 73 students in the fourth year of the program in the North Suburban Region, from 39 to 109 students in the South Metro Region, and from 28 to 80 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Electrical Engineering Technology in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 27 students in the first year to 73 students in the fourth year of the program in the North Suburban Region, from 52 to 140 students in the South Metro Region, and from 34 to 91 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Graphic Communications and Design in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from nine students in the first year to 25 students in the fourth year of the program in the North Suburban Region, from four to 12 students in the South Metro Region, and from eight to 24 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Mobile Communications Technology in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 11 students in the first year to 33 students in the fourth

year of the program in the North Suburban Region, from nine to 30 students in the South Metro Region, and from eight to 24 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Network Systems Administration in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 50 students in the first year to 149 students in the fourth year of the program in the North Suburban Region, from 31 to 94 students in the South Metro Region, and from 39 to 117 students in the West Suburban Region.

Proposed Program Title: Associate in Applied Science in Paralegal in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 11 students in the first year to 33 students in the fourth year of the program in the North Suburban Region, from nine to 30 students in the South Metro Region, and from eight to 34 students in the West Suburban Region.

Proposed Program Title: Bachelor of Applied Science in Business Management in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 11 students in the first year to 33 students in the fourth year of the program in the North Suburban Region, from nine to 30 students in the South Metro Region, and from eight to 24 students in the West Suburban Region.

Proposed Program Title: Bachelor of Applied Science in Electrical Engineering and Communications Technology in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from seven students in the first year to 17 students in the fourth year of the program in the North Suburban Region, from 11 to 28 students in the South Metro Region, and from 17 to 46 students in the West Suburban Region.

Proposed Program Title: Bachelor of Applied Science in Information Systems and Cybersecurity in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 19 students in the first year to 57 students in the fourth year of the program in the North Suburban Region, from two to five students in the South Metro Region, and from 18 to 52 students in the West Suburban Region.

Proposed Program Title: Bachelor of Applied Science in Project Management and Administration in the North Suburban, South Metro, and West Suburban Regions

Projected Enrollments: ITT Technical Institute has projected Fall enrollments in the proposed program will grow from 33 students in the first year to 98 students in the fourth year of the program in the North Suburban Region, from 28 to 90 students in the South Metro Region, and from 24 to 74 students in the West Suburban Region.

Institutional Accreditation: ITT Technical Institute is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) which accredits all ITT locations.

Background

ITT Technical Institute (the Institute) is a private, for-profit, postsecondary institution with over 126 technical institutes operating in 37 states. Headquartered in Carmel, Indiana, a suburb of Indianapolis, ITT Technical Institute/ESI has been actively involved in the higher education community in the United States since 1969 and has graduated over 175,000 students since 1976. Four ITT Institutes have been granted approval to operate and offer degrees in Illinois. The Mount Prospect campus was approved in 1986, the Orland Park campus was approved in 1994, and the Burr Ridge campus (since relocated to Oak Brook) was approved in 1999. The Springfield campus was granted operating approval in June 2010. ITT Technical Institute requests authorization to grant the following degrees in the North Suburban, South Metro, and West Suburban Regions: Associate in Applied Science in Business Management, Associate in Applied Science in Criminology and Forensic Technology, Associate in Applied Science in Drafting and Design Technology, Associate in Applied Science in Electrical Engineering Technology, Associate in Applied Science in Graphic Communications and Design, Associate in Applied Science in Mobile Communications Technology, Associate in Applied Science in Network Systems Administration, Associate in Applied Science in Paralegal, Bachelor of Applied Science in Business Management, Bachelor of Applied Science in Electrical Engineering and Communications Technology, Bachelor of Applied Science in Information Systems and Cybersecurity, and Bachelor of Applied Science in Project Management and Administration. The Fall 2010 enrollment at the ITT Technical Institute at Mount Prospect in the North Suburban Region was 513 students. The Fall 2010 enrollment at the ITT Technical Institute at Orland Park in the South Metro Region was 558 students. The Fall 2010 enrollment at the ITT Technical Institute at Oak Brook in the West Suburban Region was 470 students.

Mission and Objectives

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

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

The proposals are consistent with the Institute's mission of "offering quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests, and abilities." The institution offers educational programs that integrate life-long learning with knowledge and skills to help students pursue their personal interests and objectives, develop intellectual, analytical and critical thinking abilities, and provide service to their communities. The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated, and distance methodologies in a learner-centered environment of mutual respect.

Curriculum/Assessment

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

Admission

Consistent with the requirements for all of the Institute's campuses, applicants must be at least 16 years old and must possess either a high school diploma or a General Educational Development (GED) Diploma. Applicants must also meet one of the following criteria: a minimum score of 17 on the American College Test (ACT), a score of 400 each on both the critical reading and math portions of the Scholastic Assessment Test (SAT), earn a college-level assessment score on the Wonderlic Scholastic Level Examination, or have earned 36 semester credit hours or 24 semester credit hours with an overall cumulative grade point average (GPA) of 2.0 at an accredited postsecondary educational institution. Students may also be asked for an individual interview with the Registrar.

Curricula

Associate in Applied Science in Business Management

The Associate in Applied Science in Business Management exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision, and management. Students are exposed to teamwork concepts, technology, and multiple approaches to problem solving. This program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 54 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework includes courses in Introduction to Business, Accounting, Supervision, Management Information Systems, Marketing, Business Communications, Finance, Management, Business Law, and a capstone project course.

Associate in Applied Science in Criminology and Forensic Technology

The Associate in Applied Science in Criminology and Forensic Technology exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving, and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice. This program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 54 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework includes courses in Criminal Justice, Criminology, Law Enforcement, Criminal Justice Report Writing, Investigations, Criminal Law, Community Corrections, Criminalistics, Forensic Technology, Computer Forensics, and a capstone project course.

Associate in Applied Science in Drafting and Design Technology

The Associate in Applied Science in Drafting and Design Technology program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms, and records. The program of study is comprised of 90 semester credit hours. There are 31.5 credit hours required in general education coursework, 49.5 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework consists of courses in Drafting and Design Technology, Rapid Visualization Techniques, CAD methods, Building Information Modeling,

Sustainability in Design, Materials and Processes, Parametric Modeling, 3D Civil Drafting, 3D Modeling and Visualization, and a capstone project course.

Associate in Applied Science in Electronic Engineering Technology

The Associate in Applied Science in Electrical Engineering Technology exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment. This program is comprised of 90 semester credit hours. There are 31.5 credit hours required in general education coursework, 49.5 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework consists of courses in Computer Structure and Logic, DC-AC Electronics, Networking, Digital Fundamentals, Solid State Devices, Integrated Circuits, Electronic Communications, C Programming, Microprocessors and Microcontrollers, Programmable Logic Controllers, and a capstone project course.

Associate in Applied Science in Graphic Design and Communications

The Associate in Applied Science in Graphic Communications and Design exposes students to fundamental skills utilized in entry-level graphic design, visual communications, and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization; and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects. This program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 54 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework consists of courses in Design, Rapid Visualization Techniques, Typography, Advanced Photoshop, 3D Modeling Techniques, Video Production Techniques, Interactive Design with Flash, Sustainable Graphic Design, Animation, Digital Prepress and Production Processes, Graphic Design for the Web, and a capstone project course.

Associate in Applied Science in Mobile Communications Technology

The Associate in Applied Science in Mobile Communications Technology helps graduates prepare for career opportunities in a variety of entry-level positions in the field of mobile communications technology. The program acquaints students with analog and digital electronics, computers and networking, electronic and digital communications systems, and mobile wireless communications systems and devices. The program also exposes students to a combination of classroom theory and practical application in a laboratory environment. The program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 54 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework consists of courses in Computer Structure and Logic, Networking, Electronics, Mobile Communications Technology, Electronic Communications Systems, Programming, Linux Networking, Mobile Wireless Communications, IP Networking, Mobile Communication Devices, and a capstone project course.

Associate in Applied Science in Network Systems Administration

The Associate in Applied Science in Network Systems Administration exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration

positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems. This program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 54 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework includes courses in Computer Structure and Logic, Networking, Client-Server Networking, Physical Networking, Programming, Linux Networking, Database Concepts, Information Security, IP Networking, Email and Web Services, and a capstone project course.

Associate in Applied Science in Paralegal

The Associate in Applied Science in Paralegal exposes students to fundamental skills utilized in a variety of entry-level paralegal and legal assistant positions and offers a foundation to help students develop knowledge and skills. The program introduces the fundamentals of ethics, legal research and writing, law office technology and specific areas of the law, such as criminal law, family law, wills, trusts and estates, and litigation, among others. Students are exposed to teamwork concepts, technology, and multiple approaches to problem solving. This program is comprised of 90 semester credit hours. There are 27 credit hours required in general education coursework, 49.5 credit hours required in core coursework, 4.5 unspecified core credit hours (this is an option for an externship if available), and 9 credit hours required in general studies coursework. The core coursework consists of courses in Introduction to Paralegal, Research and Writing for the Paralegal, Law Office Technology, Civil Litigation, Tort Law, Criminal Law, Family Law, Contract Law, Constitutional Law, and a capstone project course.

Bachelor of Applied Science in Business Management

The Bachelor of Applied Science in Business Management exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students are exposed to a variety of concepts in marketing, sales, accounting, communications, finance and management. Students are also exposed to teamwork concepts, technology, and problem solving. This program is comprised of 181 semester credit hours. There are 112.5 credit hours required in general education coursework, 59.5 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework consists of courses in Introduction to Business, Accounting, Supervision, Management Information Systems, Marketing, Business Communications, Finance, Management, Business Law, Business Negotiation, Project Management, Quality Management, Leadership, Operations Management, Quantitative Analysis, Management of Human Capital, Management of Business Teams, Business Forecasting, Business Policy, and two capstone project courses.

Bachelor of Applied Science in Electrical Engineering and Communications Technology

The Bachelor of Applied Science in Electrical Engineering and Communications Technology exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance, and report preparation. This program is comprised of 182.5 semester credit hours. There are 65.5 credit hours required in general education coursework, 108 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework includes courses in Computer

Structure and Logic, DC-AC Electronics, Networking, Digital Fundamentals, Solid State Devices, Integrated Circuits, Electronic Communications, C Programming, Microprocessors and Microcontrollers, Programmable Logic Controllers, Automatic Industrial Control, Mobile Wireless Technology, Electrical Machines and Energy Conversion, Telecommunications Systems, Power Electronics, Fiber Optics, Power Systems, Green Energy Technology, Embedded Systems, Electronic Circuit Analysis and Design, and two capstone project courses.

Bachelor of Applied Science in Information Systems and Cybersecurity

The Bachelor of Applied Science in Information Systems and Cybersecurity exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity positions. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures, and countermeasures. This program is comprised of 182.5 semester credit hours. There is 117 credit hours required in general education coursework, 61 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The core coursework includes courses in Computer Structure and Logic, Networking, Client-Server Networking, Physical Networking, Programming, Linux Networking, Database Concepts, Information Security, IP Networking, Email and Web Services, Risk Management, Network Communications Infrastructure, Infrastructure Security, Access Security, Windows Security, Security Issues in Legal Context, Linux Security, Security for Web Applications and Social Networking, Security Policies, Hacking and Countermeasures, Cybercrime Forensics, Security Auditing, and two capstone project courses.

Bachelor of Applied Science in Project Management and Administration

The Bachelor of Applied Science in Project Management Administration exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®). The Bachelor of Applied Science in Project Management Administration program provides three options for students: Construction, Information Technology, and Project Management Administration. For the Construction option, the new Associate in Applied Science in Drafting and Design Technology is the only program which feeds into that option. For the Information Technology option, the new Associate in Applied Science in Network Systems Administration is the only program which feeds into that option. The Project Management Administration option is unique in that any of our new associate programs can feed into the program. The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases. The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations. The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope, and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact. This program is comprised of 181-182.5 semester credit hours depending on program

option choice. There is 61-64 credit hours required in general education coursework, 108-112.5 credit hours required in core coursework, and 9 credit hours required in general studies coursework. The common core requirements include courses in Introduction to Project Management, Project Communication and Documentation, Project Management Tools and Techniques, Project Cost and Budget Management, Project Quality Management, Procurement and Contract Management, Management of Global Projects, Project Risk Management, and two capstone project courses.

Assessment of Student Learning

ITT Technical Institute has established policies for assessment of student learning outcomes. The Institute requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. ITT Technical Institute requires that all courses include comprehensive evaluations. Course objectives are evaluated through tests, labs, projects, and assignments within each course.

Program Assessment

ITT Technical Institute has established policies for program assessment. Curriculum development is handled by a curriculum committee comprised of program chairs and instructors from the various campuses. This process is managed by the corporate office for ITT Educational Services, Inc. (ITT/ESI). Information is disseminated through an electronic information sharing process that provides a conduit for receiving feedback from faculty on recommendations for changes or adaptations to the curriculum and for faculty to interact with each other and share “best practices” for teaching a specific course. Performance-based course objectives have been identified and are linked to program outcomes. Program assessment data and feedback are obtained from instructors, students, graduates, ITT/ESI Curriculum Committees, local Advisory Committees, employers of graduates, and outside consultants hired by the corporate office. Student success rates are reviewed monthly by the Academic Affairs Department, the Operations Department, and the Curriculum Department. Student surveys provide feedback on curriculum and customer satisfaction. Employers are surveyed annually about the performance of ITT Technical Institute graduates. Information that is gathered is forwarded to the Corporate Curriculum Manager and the Curriculum Review Committee to inform decision-making about program development.

Facilities

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

Existing campus facilities are sufficient for the proposed programs. Space and equipment are satisfactory for the addition of the programs at the Mount Prospect, Oak Brook, and Orland Park campuses. Additional software and hardware requirements for the programs have been identified and resources allocated to obtain these. Library facilities are adequate for the proposed programs. Resources are available onsite through the Learning Resource Center (LRC), with plans in place for the addition of specific materials to support the programs. ITT Technical Institute also provides its students and faculty with library resources through the ITT Technical Institute Virtual Library (the Virtual Library). The Virtual Library currently provides access to approximately 4,200 full-text magazines and professional journals, as well as abstracts and indexing for hundreds of additional titles through nine databases, such as EbscoHost, ProQuest, and Academic Search Premier. Access is provided to a variety of online reference materials as

well as online books through services such as Ebrary and Books24x7. The ITT Technical Institute Illinois campuses are members of the statewide ILLINET/OCLC system of libraries providing ITT Technical Institute students access to the interlibrary loan services available through member libraries.

Faculty and Staff

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

ITT Technical Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the Institute. The Institute adheres to a faculty credential hiring requirement of a master's degree in the field of instruction for faculty teaching general education courses, a bachelor's degree in an appropriate field for faculty teaching major courses at the associate's level, and a master's degree in an appropriate field for faculty teaching at the baccalaureate level.

Fiscal and Personnel Resources

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

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

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that ITT Technical Institute 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 Industrial/Organizational Psychology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Benedictine University Authorization to Grant the Bachelor of Arts in Clinical Life Science 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 Lindenwood University Authorization to Grant the Bachelor of Arts in Advertising and Public Relations: Corporate Communications, the Bachelor of Arts in Interactive Media and Web Design, the Bachelor of Arts in Mass Communications, and the Bachelor of Arts in Physical Education in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Midwestern University Authorization to Grant the Master of Science in Speech-Language Pathology in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Olivet Nazarene University Authorization to Grant the Master of Arts in Education: Curriculum and Instruction, the Master of Arts in Education: Library Information Specialist and the Master of Arts in Education: Reading Specialist in the Fox Valley, Prairie, and Western Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

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

The Illinois Board of Higher Education hereby grants to Resurrection University the Authorization to Grant the Bachelor of Science in Health Informatics and Information Management, the Bachelor of Science in Nursing, and the Master of Science in Nursing in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Robert Morris University - Illinois Authorization to Grant the Bachelor of Science in Accounting in the Central, Chicago, North Suburban, South Metro, and West Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Rush University Authorization to Grant the Master of Science in Biomechanics and the Doctor of Philosophy in Biomechanics 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 St. Augustine College the Authorization to Grant the Bachelor of Arts in Early Childhood Education with ESL & Bilingual Endorsement in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to IIT Technical Institute at Mount Prospect Authorization to Grant the Associate in Applied Science in Business Management, the Associate in Applied Science in Criminology and Forensic Technology, the Associate in Applied Science in Drafting and Design Technology, the Associate in Applied Science in Electrical Engineering Technology, the Associate in Applied Science in Graphic Communications and Design, the Associate in Applied Science in Mobile Communications Technology, the Associate in Applied Science in Network Systems Administration, the Associate in Applied Science in Paralegal, the Bachelor of Applied Science in Business Management, the Bachelor of Applied Science in Electrical Engineering and Communications Technology, the Bachelor of Applied Science in Information Systems and Cybersecurity, and the Bachelor of Applied Science in Project Management and Administration 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 IIT Technical Institute at Oak Brook Authorization to Grant the Associate in Applied Science in Business Management, the Associate in Applied Science in Criminology and Forensic Technology, the Associate in Applied Science in Drafting and Design Technology, the Associate in Applied Science in Electrical Engineering Technology, the Associate in Applied Science in Graphic Communications and Design, the Associate in Applied Science in Mobile Communications Technology, the Associate in Applied Science in Network Systems Administration, the Associate in Applied Science in Paralegal, the Bachelor of Applied Science in Business Management, the Bachelor of Applied Science in Electrical Engineering and Communications Technology, the Bachelor of Applied Science in Information Systems and Cybersecurity, and the Bachelor of Applied Science in Project Management and Administration in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to IIT Technical Institute at Orland Park Authorization to Grant the Associate in Applied Science in Business Management, the Associate in Applied Science in Criminology and Forensic Technology, the Associate in Applied Science in Drafting and Design Technology, the Associate in Applied Science in Electrical Engineering Technology, the Associate in Applied Science in Graphic Communications and Design, the Associate in Applied Science in Mobile Communications Technology, the Associate in Applied Science in Network Systems Administration, the Associate in Applied Science in Paralegal, the Bachelor of Applied Science in Business Management, the Bachelor of Applied Science in Electrical Engineering and Communications Technology, the Bachelor of Applied Science in Information Systems and Cybersecurity, and the Bachelor of Applied Science in Project Management and Administration in the South Metro 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.