

APPROVED
APRIL 2, 2013

Item #III-8
April 2, 2013

**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

Benedictine University

- Bachelor of Science in Medical Laboratory Science in the Central Region

Chicago ORT Technical Institute, doing business as Zarem/Golde
ORT Technical Institute

- Associate of Applied Science in Accounting in the North Suburban Region

East-West University

- Bachelor of Science in Biology in the Chicago Region

Resurrection University (Operating Authority)

- Bachelor of Science in Nursing in the Fox Valley Region
- Bachelor of Science in Nursing in the Prairie Region
- Bachelor of Science in Nursing in the South Metro Region

Seabury-Western Theological Seminary (Operating Authority)

- Doctor of Ministry in Congregational Development in the Chicago Region
- Doctor of Ministry in Preaching in the Chicago Region

For Profit:

Illinois College of Nursing

- Operating Authority in the West Suburban Region

SAE Institute of Technology (Operating Authority)

- Associate in Applied Science in Audio Technology in the Chicago Region
- Associate in Applied Science in Digital Journalism in the Chicago Region
- Associate in Applied Science in Music Business in the Chicago Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

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

Proposed Program Title in Region of Authorization: Bachelor of Science in Medical Laboratory Science (BSMLS) in the Central Region

Projected Enrollments: Benedictine University projects enrollments of two students in the first year rising to six students by the third year and annually thereafter.

Institutional Accreditation: Benedictine University is accredited by the Higher Learning Commission and is a member of the North Central Association. St. John's Hospital School of Clinical Laboratory Science offers a certificate program accredited by the National Accrediting

Agency for Clinical Laboratory Sciences. The School has consistently been awarded the maximum continuing accreditation of seven years and is up for reaccreditation in March 2013.

Background and History

Benedictine University (BU or the University) was founded in Chicago as St. Procopius College by the Benedictine monks of St. Procopius Abbey in 1887. It secured a charter from the state of Illinois in 1890. The College was founded to educate men of Czech and Slovak descent. In 1901 the College moved to Lisle in DuPage County. The College became coeducational in 1968 and was renamed Illinois Benedictine College in 1971. In response to community needs, graduate, doctorate, and adult learner programs were added. The College became Benedictine University in 1996. In 2003, BU partnered with Springfield College in Illinois to bring Benedictine programs and services to the Springfield area. The partnership between Springfield College in Illinois and Benedictine University evolved and expanded, culminating in a decision in 2009 to establish Benedictine University at Springfield (BUS) a four-year institution offering a full range of academic programs. Springfield College in Illinois ceased to operate as an academic institution on August 21, 2011. The University further expanded its outreach in 2012, partnering with the city of Mesa, Arizona, to open a branch campus in that community. Plans are under way to offer courses in Mesa beginning in Fall 2013.

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

With this proposal, BUS will formalize with St. John's Hospital School of Clinical Laboratory Science (St. John's or the School) an affiliation agreement to offer the Clinical/Medical Laboratory Science degree – the first such partnership between the St. John's program and a Springfield-area college or university. The affiliation agreement has received the approval of both administrations. Successful completion of the proposed 3+1 program results in earning a bachelor's degree and a certificate from an accredited Clinical Laboratory Science program. Graduates are eligible to sit for the national board exam through the American Society for Clinical Pathology Board of Certification. Both institutions view this agreement as serving students and providing the growing health care industry in central Illinois with qualified individuals who desire to live and work in the region.

Institutional Data

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

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

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

Mission and Objectives

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

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

The proposed program is consistent with the Roman Catholic heritage and Benedictine tradition underlying the University's mission. This mission includes a commitment to investigating questions that address the ultimate purpose of life; to the dialogue between religious and secular cultures; and to the promotion of ecumenical, inter-religious, and cross-cultural understanding. The overarching goals of the BSMLS program are an extension of the University mission in that students will learn the following: (1) knowledge in the fields of chemistry, biology, and medical lab science to successfully work and communicate in a clinical laboratory environment; (2) lab skills required for the clinical lab environment, including awareness of necessary safety protocols; (3) the theories and operation of scientific instrumentation; (4) laboratory analyses common to this professional field; and (5) perform and interpret clinical laboratory tests, correlate results with clinical conditions, communicate these results to health care providers, and recommend follow-up testing where appropriate. The objectives of the degree program are consistent with what their title implies.

Curriculum/Assessment

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

Admission

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

proficiency. In addition, a personal interview with the Director of Enrollment Services and/or additional testing may be required of some applicants.

St. John's Clinical Laboratory Science program is offered each year, starting in July. Students pursuing the BSMLS will have the opportunity to apply for acceptance to this program, towards completion of the major, annually. To be eligible to apply for the senior year clinical program at St. John's Hospital School of Clinical Laboratory Science, students must maintain a grade point average (GPA) of 2.75/4.00 in their science courses, as well as a cumulative 2.75/4.00 GPA, and have completed the Liberal Arts Core requirements. Traditional students must have completed a minimum of 92 credit hours; transfer students must have completed a minimum of 45 credit hours at Benedictine University at Springfield. Acceptance to the St. John's program is competitive and the application includes a mandatory on-site interview. Students who are not accepted to the program can remain on the Springfield campus to continue making progress toward one of several existing, related majors in Health Science and Biology.

Curriculum

The BSMLS degree program is designed to prepare students to work in a clinical laboratory setting to perform both routine and complex analyses associated with monitoring health and disease prevention and identification. This new degree program provides an additional educational and professional path to those students interested in working in a health care or laboratory setting. It complements existing major and course offerings on the Springfield campus of Benedictine University, as it has significant overlap with existing majors in Health Science and Biology. As a result, new courses do not have to be developed, and students interested in working in a health care field retain flexibility in their undergraduate education. Additionally, current students who had considered other career options may identify this major as advantageous, especially as they compare it to more competitive and costly programs in medicine, pharmacy, or dentistry.

The BSMLS program is 125 semester hours in length, consisting of 42 hours in general education, 51 hours in major coursework, and 32 hours of clinical training at St. John's. For the freshman through junior years, this degree program is designed for traditional students on the traditional academic schedule composed of 16-week fall and spring semesters in addition to some optional summer sessions. The senior year is comprised of a full-time, 44-week clinical and didactic experience starting in July. Senior students will take classes taught by board-certified, clinical faculty at St. John's Hospital School of Clinical Laboratory Science. These same clinical faculty members will supervise students in laboratory experiences. Credit hours assigned to this year-long sequence of courses are based on credit hour minimums that the School has established with other universities with which they share a similar agreement. Successful completion of the clinical and didactic training at St. John's, including earning a "C" or higher in all listed courses, will be counted as completion of the major requirements.

Assessment of Student Learning

Assessment of student learning is grounded in a series of cohesive, aligned goals, beginning with the institutional mission, college-wide common student learning objectives, and program objectives, as well as course- and assignment-based objectives. A variety of classroom assessment techniques are employed in order to measure, both formally and informally, learning outcomes in conjunction with the continuous quality improvement process. At the classroom and individual levels, student learning assessment includes the delivery of daily and/or weekly

formative assessments such as: “muddiest point” review; the three-question survey; minute reflections; misconception/preconception check; Q2C (question, comment, connect); directed paraphrasing; and student self-assessment in conjunction with individual assignments. One-time course assessments are also used including pre- and post-testing and standard course assessments at the end of each term. At St. John’s, clinical faculty members meet individually with students after each clinical rotation to discuss performance in class and laboratory settings and the overall course grade.

Program Assessment

At the institution level, Benedictine University participates in the Academic Quality Improvement Project (AQIP) model for continuous assessment and improvement – a formally recognized process connected to the institution’s accreditation through the Higher Learning Commission. AQIP provides a framework for BUS to study systems across the institution, grouped around nine key categories such as “helping students learn” and “measuring effectiveness.” Institutional measures used in the AQIP process include student exit learning surveys and curriculum mapping. Self-study takes place across the institution at varying levels in order to refine processes as connected to outcomes, identify strengths, and address areas of concern. The proposed BSMLS will be incorporated as well. Additionally, per the terms of the affiliation agreement, designated University and School faculty will meet regularly to evaluate student success and other program outcomes. Program outcomes would include, for those desiring to attain board certification, student pass rates on the national certification examination given by the American Society for Clinical Pathology Board of Certification for certification as a Medical Laboratory Scientist. However, passing this board exam is not a requirement of the degree or certificate earned.

Facilities (space, equipment, instructional materials)

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

Courses for the proposed program will be offered on the University’s campus in Springfield. The Springfield campus spans nearly eight acres and is composed of 12 buildings in active use as classrooms, residencies, recreational facilities, office facilities, student-service centers, storage, and powerhouses. With a total of five science labs, six computer labs, a photo lab, and four art studios among them, the buildings are also comprised of a library, a chapel, a bookstore, a cafeteria, an academic resource center, two gymnasiums, and 18 classrooms. All but two classrooms are outfitted with a computer station and digital-display technology, including projectors, screens, and whiteboards in each; additionally, several classrooms have been outfitted with electronic “smart” whiteboards.

During the final year of the program, all courses and clinical experiences will be conducted at St. John’s Hospital School of Clinical Laboratory Science. The hospital laboratory department consists of classroom space (250 square feet) and the following laboratory spaces: Immunology/Molecular lab (850 square feet); Transfusion Service (800 square feet); Microbiology (1,200 square feet) which includes a separate room for virology as well as for Mycobacteriology/ Mycology; and the Core Lab (3,400 square feet) which houses specimen processing, Chemistry, Urinalysis, Hematology, and Coagulation. Students in the program will have access to these facilities and other hospital amenities.

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

The Benedictine University Library system subscribes to over 80 electronic databases which provide access to over 24,000 unique journal titles. The databases cover all the programmatic areas taught at the institution and range from general academic to subject-specific. In addition to all of these materials available for use by Benedictine University students, faculty, and staff, users also have access to the collections available at other institutions in Illinois and throughout the country via I-Share, a shared catalog of 75 academic institutions throughout Illinois. By participating in I-Share, Benedictine University students have access to the materials at the other participating institutions.

To assist students in taking full advantage of the library, the Becker and Benedictine-Lisle libraries each maintain an instruction program combining in-person instruction on information literacy with a suite of online support materials. The online support materials include subject pages and research resources. The subject pages list many resources including subject-specific databases, e-books, and reliable websites. The research resources include topics for starting research as well as answers to frequently asked questions about the research process.

Faculty and Staff

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

The University has identified policies that ensure faculty and other academic professionals hired for the proposed program have the appropriate training, credentials, and other related qualifications to support the program. Faculty members charged with delivering undergraduate education are minimally educated at the master's level. St. John's Hospital School of Clinical Laboratory Science is nationally accredited, and as such, clinical faculty members meet the standards established by the National Accrediting Agency for Clinical Laboratory Sciences.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Benedictine University has submitted fiscal plans for the program indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in year one. The affiliation agreement between the University and St. John's Hospital outlines the manner in which tuition for BUS students accepted into the St. John's clinical program will be allocated between the institutions to cover program costs.

Accreditation/Licensure

Program graduates will be eligible to take the national certification examination given by the American Society for Clinical Pathology Board of Certification for certification as a Medical Laboratory Scientist.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

Staff Conclusion. The staff concludes that Benedictine University 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.

Chicago ORT Technical Institute, doing business as Zarem/Golde ORT Technical Institute
5440 Fargo Avenue
Skokie, Illinois 60077
Chief Executive Officer: Dr. Ephraim Buhks

Proposed Program Title in Region of Authorization: Associate in Applied Science in Accounting in the North Suburban Region

Projected Enrollment: Zarem/Golde projects an enrollment in this program of 40 students the first year and 50 students by the fifth year.

Institutional Accreditation: Zarem/Golde ORT Technical Institute is accredited through the Accrediting Council of Continuing Education and Training.

Background and History

Chicago ORT Technical Institute, doing business as Zarem/Golde ORT Technical Institute, was founded in 1991 as a branch campus of the Los Angeles ORT Technical Institute. Its purpose was to support, through education and job training, the large influx of immigrants from the former Soviet Union. Today the Institute serves students from the local community, upgrading their work skills to compete in a changing and challenging job market. In December 2010, the Illinois Board of Higher Education (IBHE) granted Operating and Degree-Granting Authority to Zarem/Golde ORT Technical Institute for an Associate in Applied Science in Accounting. On November 1, 2012, Chicago ORT Technical Institute officially separated from Los Angeles ORT Technical Institute, becoming an independent entity. Pursuant to that change,

Chicago ORT (d/b/a Zarem/Golde) reapplied and was re-granted Operating Authority by IBHE in February 2013. Chicago ORT now seeks Degree-Granting Authority for its Associate in Applied Science degree program.

Institutional Data

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

Chicago ORT Technical Institute is in the primarily associate degree granting, open admission comparison group in Illinois. Cohort is based on those seeking an associate’s degree only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
74.00%	30.10%	24.29%	4/59
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
41.24	28.98	25.85	9/59

Mission and Objectives

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

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

The degree proposal presented is consistent with Zarem/Golde’s mission to provide education for the purpose of employment and career advancement by providing technical skills and knowledge in specific fields.

Curriculum/Assessment

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

Admission

Applicants to the degree program must complete an application form, and show evidence of a high school diploma or its equivalent. New students must also take the computer-adaptive

ACT® Compass® college placement exam. In addition, non-native speakers are required to take the computer-based Compass/ESL placement test, which is approved by the U.S. Department of Education as an exam to test non-native English speakers' abilities in three areas: Listening, Reading, and Grammar/Usage. In addition to the placement test, students are interviewed in order to obtain a Speaking score, which is equally weighted with the three areas above to determine an appropriate placement in ESL Levels 1-7. The test is standardized and evaluation occurs electronically within the Compass system. Placement testing is free of charge to all students. The Institute does not use TOEFL, as our non-native students must successfully pass the Compass/ESL and/or ACT Compass in order to be properly placed in a certificate or degree program.

Curriculum

The Associate in Applied Science in Accounting degree program requires students to complete 65 semester hours, including 18 hours of general education courses and 47 hours in a specific concentration. The degree program is designed to provide students with a foundation in key conceptual, practical, and procedural aspects of accounting and an understanding of their relevance to the functioning of various organizations. Students will receive fundamental knowledge of accounting principles, tax and payroll basics along with practical instruction in computerized accounting software. Students will be introduced to general business concepts and develop required business skills as they relate to management, marketing, finance, human resources, and the economies within the American marketplace. Graduates of the accounting program are employable in entry-level positions in the private business sector as well as in federal, state, and local governmental agencies. Graduates are also qualified to perform basic auditing and accounting functions in public accounting firms.

Assessment of Student Learning

Chicago ORT Technical Institute has policies and practices in place for the direct assessment of student learning. For each course the institution has designated learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, case analyses, capstone projects, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning.

Program Assessment

Chicago ORT uses direct assessment in all areas of instruction to ensure student achievement. In addition, Chicago ORT evaluates the effectiveness of its programs using the following data: completion and job placement rates; student and employer surveys regarding student preparation for employment; and transferability of general education courses to other institutions of higher learning. ORT Technical Institute has taken significant steps to improve its Curriculum Revision Policy and Procedures and adjunct faculty members play a major role in the ongoing curriculum review process. Faculty members attend quarterly meetings during which the Technical Program Coordinator solicits feedback from the faculty concerning course content, course management, technical support, and programmatic support. Additionally, monthly faculty meetings draw attention to innovation and best-practices in course management with invited speakers and program policy review discussions. To encourage continuous feedback from faculty members, a Curriculum Revision Request Form has been developed and provided to faculty.

Facilities (space, equipment, instructional materials)

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

Chicago ORT Technical Institute owns and operates the facility in which the Institute operates. The facility occupies an area of approximately 24,000 square feet, subdivided into 14 classrooms, 11 computer labs, three medical and pharmacy labs, and 21 administrative offices. An adjacent parking lot provides 112 parking spaces, which are supplemented by additional spaces leased from a nearby business. The facility is in compliance with all local, state, and federal ordinances for use as an educational facility, including the Americans with Disabilities Act. The lab and classroom are equipped with multimedia equipment (LCD projector, computer, speakers, and high-speed Internet access). Class size is limited to ensure the quality of education.

Chicago ORT Technical Institute has a learning resource center that provides students and instructors with supplementary printed resource materials, audiovisual equipment, instructional materials, periodicals, and trade publications. Students may use materials in the learning resource center or check them out to take home. The learning resource center is open and available to students during the hours of the school's operation.

Chicago ORT Technical Institute students have access to the full resources of the Bramson ORT College Library in New York City. The Bramson ORT College collection consists of books, reference materials, and on-line resources including e-books and e-journals. The on-campus book collection consists of 25,000 volumes available to students through interlibrary loan and 200 magazines and newspapers, some that can be searched on-line. Materials checked out through interlibrary loan are typically received within seven business days.

The school also has a cooperation agreement with the Skokie Public Library which allows students use of the full range of their resources. The Skokie Public Library is located 1.2 miles from campus. Public transportation is available and the school-owned van can take students to the library after their classes. The resources of the Skokie Public Library include 450,000 print items and 200,000 non-print items as well as 80 computers for personal use.

Faculty and Staff

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

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

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Chicago ORT Technical Institute has submitted projected fiscal plans indicating that revenues from tuition and fees for the degree program will exceed projected operating expenditures in the first year of operations.

Accreditation/Licensure

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the application provide accurate information regarding Chicago ORT Technical Institute's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. 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 Chicago ORT Technical Institute 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.

East-West University
816 South Michigan Avenue
Chicago, Illinois 60605
Chancellor: Dr. Mohammad Wasiullah Khan

Proposed Program Title in Region of Authorization: Bachelor of Science in Biology in the Chicago Region

Projected Enrollments: East-West University projects enrollments of 15 students in the first year rising to approximately 40 students in the fifth year.

Institutional Accreditation: East-West University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

East-West University (EWU or the University) is an independent, non-profit commuter institution located in downtown Chicago that serves a multi-cultural, multi-ethnic minority student population. The University was incorporated in 1979 and obtained operating authority from the Illinois Board of Higher Education (IBHE) in May 1980.

With this proposal, East-West University is seeking approval to offer the Bachelor of Science in Biology (BSB) in the Chicago Region. The Fall 2012 enrollment at the campus was 1,170 students.

Institutional Data

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

East-West University is in the primarily baccalaureate granting, open admission comparison group in Illinois. Cohort is based on those seeking bachelor’s degrees only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
25%	27.3%	25%	5/9
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
16	31	17	8/13

Mission and Objectives

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

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

The proposed program is consistent with East-West University’s mission to foster “the pursuit of excellence by all through relevant, effective, and convenient education and service to humankind with a global, multi-cultural, and future-oriented perspective.”

Curriculum/Assessment

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

Admission

Applicants must possess either a high school diploma or a General Educational Development Certificate. Applicants must also have a minimum score of 21 on the ACT, though this requirement may be waived for candidates who are over 30 years of age. If applicable, potential students must demonstrate English language proficiency. Students may transfer in up to 12 credits through proficiency examinations or completion of required general education courses with a grade of “C” or higher. Official transcripts from institutions previously attended must be provided.

Acceptance to the BSB program is predicated on successful completion of the following required courses: General Biology I and Lab, General Chemistry I and Lab, and Intermediate Algebra. Students must complete these prerequisite courses with a minimum of “C” grade in each and maintain a minimum cumulative grade point average of 2.50 in all core, cognate, and electives in the major courses.

Curriculum

The objective of the BSB program is “to prepare students in the life sciences that can effectively pursue careers in the biological, biomedical, and environmental sciences.” Students are required to complete 180 credit hours of coursework based on a quarter-credit hour format, including: 64 credit hours in general education core courses, 48 credit hours in the core courses, 22 credit hours in the cognate courses, 30 credit hours in the focus area courses, 12 credit hours in elective courses, and 4 credit hours for the capstone senior project. Core courses with lab components include: General Biology I and II, General Chemistry I and II, Organic Chemistry I and II, Botany, and Zoology. Cognate courses include: College Physics I and II with labs, Seminar in Biology I, Biostatistics, and Scientific Research.

Assessment of Student Learning

Assessment of student learning is grounded in the following objectives for what students should know and be able to do: (1) explain the fundamental physical and chemical concepts upon which life at the molecular, cellular, and organismal levels is based; (2) explain cellular metabolism and physiological processes; (3) explain the integral role of genetics in evolution, biodiversity, development, and the disease process; (4) explain the unifying themes across all life forms and the web of life; (5) explain the interactions between living things and the environment; (6) develop core skills necessary to the scientific process; and (7) communicate scientific findings and research data in both oral and written forms. Student progress toward these objectives will be evaluated with in-course assignments, tests, lab work, and the Major Field Assessment Test. Senior students will be required to complete a capstone project in which they explore a research topic in conjunction with a faculty member in the department who serves as project advisor. Students will present their research at local and national meetings.

Program Assessment

The University has established policies for program assessment. Faculty in the BSB program will conduct course-by-course and overall program reviews quarterly to determine whether learning outcomes for courses are being met. Evidence from student assessments and feedback will be used to improve curriculum, instruction, and learning outcomes for the program. Implementation of changes will be discussed at faculty council meetings and more extensively during departmental meetings. The program director will send an annual program evaluation

report to the provost summarizing and interpreting the assessment data, evaluating the strengths and weaknesses of the different components of the program, and making recommendations for ongoing improvement. In addition, the program director will conduct exit interviews with all graduating and non-graduating students in order to determine perceived strengths and weaknesses of the program and implement changes as needed.

Facilities (space, equipment, instructional materials)

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

Existing campus space is sufficient for the proposed program. All ten classrooms and 12 laboratories in the University are equipped with overhead projectors and computers with Windows 7 software capable of playing audiovisual materials as well as PowerPoint lecture notes. Tutorial services and eight computer labs are available to support student learning. In addition, the University will utilize chemistry, physics, and molecular genetics laboratory facilities to teach students during the first year of the BSB degree program. Plans are in place, with accompanying resources, to purchase additional equipment and instructional materials to accommodate program growth.

The EWU library facilities are adequate for the proposed program. EWU has a collection of 16,000 volumes, included monographs, journals, books, and other electronic resources specifically for the BSB program. These University collections are searchable online. EWU participates in several online interlibrary loan services, including the Consortium of Academic and Research Libraries in Illinois (CARLI) which promotes reciprocal lending practices among 65 Illinois research libraries. The University is also a member of the Metropolitan Library System which shares resources among its 894 members that includes 84 academic libraries and 44 health sciences libraries of the metropolitan area.

Faculty and Staff

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

The University's Biological and Physical Sciences department has two full-time faculty members and eight adjunct faculty instructors who possess the appropriate credentials to teach in the proposed program. Upon receiving IBHE approval, the University will hire one full-time faculty member with expertise in Chemistry or Biochemistry. In the second year, EWU will hire a second full-time faculty member with a background in Molecular Genetics. The University adheres to a faculty credential hiring requirement of a master's degree or higher in the field of instruction for faculty teaching baccalaureate-level courses.

Fiscal and Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

East-West University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning the first year of the proposed programs.

Accreditation/Licensure

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

Program Information

Criterion 1030.60(a)(7) 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 EWU. The materials identify objectives, course requirements, and statements on accreditation.

Staff Conclusion. The staff concludes that East-West 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: Dr. Beth A. Brooks

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

Projected Enrollments: Resurrection University projects enrollments of ten students in the first year, rising to approximately 20 students by the second year and annually thereafter.

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

Projected Enrollments: Resurrection University projects enrollments of ten students in the first year, rising to approximately 12 students by the second year and annually thereafter.

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

Projected Enrollments: Resurrection University projects enrollments of 12 students in the first year, rising to approximately 20 students by the second year and annually thereafter.

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 Master of Science in Nursing (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.

Background and History

Resurrection University (RU or the University) is a not-for-profit, upper-division, educational institution that had been located in Oak Park, Illinois. In January 2013, it moved its main campus to Chicago. Founded as West Suburban School of Nursing in 1914 and later renamed West Suburban College of Nursing, the institution was renamed Resurrection University in 2010 in accordance with a change of control. The University is a Catholic-based specialty school for health sciences. The University is owned and operated by Presence Health, a not-for-profit Catholic organization sponsored by the Sisters of the Holy Family of Nazareth, Sisters of the Resurrection, Sisters of Mercy of the Americas, Franciscan Sisters of the Sacred Heart, and Servants of the Holy Heart of Mary. Presence Health is comprised of hospitals, nursing homes, retirement communities, home health services, behavioral health programs, and other health-related services that provide advanced health care. Although West Suburban was transferred to Vanguard Health on August 1, 2010, Resurrection University remained a part of the Resurrection Health Care System until July 2011.

The University underwent a Change of Control on July 1, 2011 separating itself from a governance and financial perspective from Resurrection Health Care, a change which necessitated that the University seek authorization to operate and grant degrees from the Illinois Board of Higher Education. Board authorization to operate and approval of the programs offered on the then-main campus in the West Suburban Region was awarded February 2012 and was awarded for the new home campus in the Chicago Region in September 2012. The University received approval from the Board of Higher Education in December 2012 to offer nursing, baccalaureate-completion, and master's degree programs in the North Suburban Region. With this proposal, Resurrection University seeks operating authority and authorization to offer baccalaureate-completion programs with Presence Health-affiliated hospitals in the Fox Valley, Prairie, and South Metro Regions.

Mission and Objectives

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

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

The proposed programs are consistent with Resurrection University's mission statement that the University "prepares students for professional healthcare careers, providing undergraduate and graduate learning experiences that integrate personal and professional growth, compassionate service and scholarly activities." Graduates of the proposed BSN programs will be able to: (1) use effective modes of communication with clients, community partners, and health care providers in order to provide quality health care; (2) integrate critical thinking processes in professional nursing practice in an effort to make logical decisions; (3) model professional behaviors that adhere to standards, practice, and ethical codes; and (4) plan, implement, and evaluate therapeutic interventions for clients from diverse cultures and in a

variety of settings. The objectives of the proposed degree programs are consistent with what their titles imply.

Curriculum/Assessment

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

Admission

Admission criteria for all three proposed locations are the same as on the main campus for the BSN for RN degree. The University provides undergraduate education at the upper-division level and graduate education at the master's level. RU students have varying educational backgrounds prior to enrollment—all are required to have at least 60 credit hours of transferrable coursework prior to enrolling, and many have previously earned associate's, baccalaureate, or higher-level degrees. Transfer guides are available on the University's website, along with other forms of advising assistance, so applicants can seamlessly transfer the appropriate lower division/general education courses. The University only accepts coursework from regionally accredited institutions.

Applicants must submit the following documentation as part of the application process: (1) official transcripts from all colleges and universities attended; (2) evidence of graduation from an Associate Degree Nursing 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; (3) a cumulative 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 (4) evidence they hold a valid, unrestricted Illinois nursing license.

The expectation is that most students entering the proposed BSN for RN programs will be employees of Presence Health at which the programs will be offered: St. Joseph Medical Center in Joliet (South Metro Region); Presence United Samaritans Medical Center in Danville (Prairie Region); and St. Joseph Hospital in Elgin (Fox Valley Region). However, there may be other Registered Nurses (RNs) in the surrounding communities who request admission. All applicants, regardless of employer, will be considered and must meet the stated admission criteria.

Curriculum

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. Applicant students must transfer 61 credit hours of general education and nursing support courses, as well as 38 credit hours of pre-licensure courses. Once at Resurrection University, the student completes courses in the major. The BSN program for licensed RNs consists of 21 credit hours of nursing courses to be completed at RU. In order to graduate, students must meet a total of 120 credit hours.

While the University does not award online degrees, the BSN for RN program is delivered using a hybrid format of both face-to-face and online instruction. Students meet in classroom settings one to two days each week with other course content and learning conducted online, in clinical simulation lab experiences, or professional practice experiences. The clinical and professional practice experiences are arranged with clinical affiliates across the greater

Chicago-land area and in conjunction with partner hospitals at each of the three locations noted in this proposal.

Assessment of Student Learning

Upon completion of the proposed program of study, graduates will demonstrate the following: (1) use effective modes of communication with patients, community partners, and healthcare providers in order to provide quality healthcare; (2) integrate critical thinking processes in professional nursing practice; (3) engage in collaborative practices to improve healthcare delivery; (4) evaluate and apply evidence as the basis for effective nursing practice; (5) model professional behaviors that adhere to standards, practices, and ethical codes; (6) plan, implement, and evaluate therapeutic interventions for clients from diverse cultures and in a variety of settings; and (7) actively participate in efforts to improve healthcare policy. Student progress toward these objectives is 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. Clinical competence of the BSN for RNs student is assumed as each has a valid nursing license. However, the clinical application assignments in each course also demonstrate the ability to apply what is learned in a more advanced or sophisticated way. Finally, assessment of the success of post-licensure program graduates comes from other measures including 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. These data are evaluated for patterns of deficits and strengths. Items on the plan were derived from the accrediting and approval bodies for nursing, from the Illinois Nursing Practice Act, from the accrediting and approval bodies for Health Informatics and Information Management (HIIM), and from communities of interest (e.g., clinical affiliates and potential employers). The timelines ensure that all elements affecting the programs as well as the College of Nursing, the College of Allied Health, and the University are reviewed no less frequently than every three years; many items are reviewed yearly. Deans and program directors, along with the University's Institutional Effectiveness Committee, hold responsibility for ensuring that students are competent upon graduation. For example, the College of Nursing reviews NCLEX-RN pass rates quarterly and annually and certification pass rates annually, the HIIM program reviews pass rates of the national Registered Health Information Administrator (RHIA) certification exam, and the University reviews employment and continuing education data with the alumni surveys.

Facilities (space, equipment, instructional materials)

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

The University proposes to offer the BSN for RN program at Presence Health member hospitals: St. Joseph Medical Center in Joliet (South Metro Region), Presence United Samaritans Medical Center in Danville (Prairie Region), and St. Joseph Hospital in Elgin (Fox Valley Region). As part of the memorandum of understanding between RU and the hospitals, each facility will provide dedicated classrooms, lab and simulation lab spaces, and library resources. Instructional technologies are also available at each location including but not limited to LCD

projectors, televisions, VCR/DVD players, laptops, and wireless connectivity. In addition, students at all of the teaching sites have access to food/beverage and other related amenities.

The University provides wrap-around support services to each teaching location via technology. All students are required to have personal laptops configured by the University with eCollege and other required software. Loaner laptops are available should students require them. Technical support for students and faculty are available online and by phone. The University also employs the eCollege Learning Management System which supplies a user-friendly environment for online teaching and learning. eCollege is a web-based system that enables teachers and students to communicate and collaborate through threaded discussions, document sharing, online file exchanges, and e-mail messaging.

Resurrection University Library is a professional health science library, which supports the students and faculty of Resurrection University in locating and obtaining information to further their health science education, practice, and research. The physical collection includes over 3,000 books and a rich and extensive DVD collection. All electronic resources can be accessed remotely off-site to provide the highest level of satisfaction for commuter patrons.

The library provides electronic document delivery services to the Resurrection University community. Patrons ordering articles from any of the library's 500 professional journals can receive the articles via email or print. The Library also participates in DOCLINE, the National Library of Medicine's automated interlibrary loan request routing and referral system; providing this service means that students can obtain almost any article published in the medical and nursing literature from one of the other 3,200 participating institutions in North America. The library also provides online databases, which are OVID, Ebsco, and PubMed. Online resources are easily accessed through the University's website. The RU library is staffed by two librarians (one MLS-prepared, one BS-prepared) and several student employees. Staff is available for research assistance either by email, phone, or walk-up.

In addition to resources available through the RU library, students have access to hospital libraries in each of the proposed teaching sites. Presence Saint Joseph Hospital (Joliet) makes a variety of materials available through its onsite library including over 1,000 textbooks, access to online databases, and DOCLINE. The library is staffed and available Monday through Friday, 8:00 a.m. – 8:30 p.m.

Presence United Samaritans Medical Center (Danville) library is staffed by one professional librarian available for research assistance either by email, phone, or in person. The library is open seven days a week, from 8am-5pm. In addition to its own collection, the library is also a member of the Consortium of Academic Research Libraries of Illinois (CARLI) and a full member of the National Network of Medical Libraries.

Presence Health St. Joseph Medical Center's Leon P. Gardner Health Science Library (Elgin) is a full-service library and media services center. It provides a full range of library services including 1,200 print books in the health science disciplines; 3,500 e-journals, online and medical art image databases. The library participates in an extensive network of health sciences libraries, including DOCLINE, OCLC, and I-SHARE. Document delivery is a mediated service via the librarian. The library is staffed by one full-time, MLS-prepared librarian, one part-time Media Services Technician, and three volunteers. Staff is available for research assistance either by email, phone, or walk-up. The library is open and staffed Monday through Thursday, 8:00 a.m. – 8:00 p.m., and Friday, 8:00 a.m. – 4:30 p.m.

Faculty and Staff

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

A cadre of 20 full-time faculty members provides nursing education at Resurrection. Faculty members charged with delivering undergraduate education are minimally educated at the master's level. All faculty members must hold and maintain current professional credentials appropriate to the teaching assignment and to practice in the State of Illinois. Faculty must also demonstrate acceptable minimal clinical competence.

To appropriately complement the full-time faculty, adjunct faculty members are hired when needed to teach select courses. Adjunct faculty are a combination of master's prepared individuals with several years of experience in teaching at the undergraduate or graduate level along with expertise in the content area. Adjunct faculty conduct the classes and evaluate students for the intended outcomes, but they do not create curriculum. Adjunct faculty are mentored and monitored by the current full-time faculty.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Resurrection University has submitted fiscal plans for each of the three teaching sites indicating tuition revenue will exceed operating expenditures beginning the first year of program implementation.

Accreditation/Licensure

Resurrection University has nursing accreditation through the CCNE and program approval by the Illinois Board of Nursing. Because the undergraduate program at these proposed locations is a baccalaureate-completion program for practicing licensed nurses, graduates will not be prepared for licensure.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

Seabury-Western Theological Seminary
8765 West Higgins Road, Suite 650
Chicago, Illinois 60631
President: Dr. Roger A. Ferlo

Proposed Program Title in Region of Authorization: Doctor of Ministry in Congregational Development (D. Min.) in the Chicago Region (Operating Authority)

Projected Enrollments: Seabury-Western Theological Seminary projects enrollments of 15 students in the first year and annually thereafter.

Proposed Program Title in Region of Authorization: Doctor of Ministry in Preaching (D. Min.) in the Chicago Region (Operating Authority)

Projected Enrollments: Seabury-Western Theological Seminary projects enrollments of 15 students in the first year and annually thereafter.

Institutional Accreditation: Seabury-Western Theological Seminary is accredited by the Association of Theological Schools (ATS). Its federation partner, Bexley Hall Seminary in Ohio, is also ATS-accredited. ATS has scheduled an accreditation visit for both schools in May 2013 in regard to their newly organized federation. A full accreditation review is scheduled for Summer 2014.

Background and History

Seabury-Western Theological Seminary (Seabury or the Seminary) is a not-for-profit, graduate-level educational institution established in 1933 as an amalgamation of two schools founded in the 19th century – Seabury Divinity School in Faribault, Minnesota, and Western Theological Seminary in Chicago, Illinois. The combined institution purchased a site from Northwestern University adjacent to the University and Garrett-Evangelical Theological Seminary, a United Methodist school. Seabury remained in this location, sharing one of the nation’s largest theological libraries with Garrett-Evangelical, until January 2012. In January 2012, the Seminary moved to a new location in Chicago and currently leases space from the Evangelical Lutheran Church of America in their national center. This move to a new higher education region necessitated that the Seminary seek authorization to operate and grant degrees from the Illinois Board of Higher Education. With this proposal, Seabury-Western Theological Seminary seeks operating authority and authorization to offer doctor of ministry programs in the Chicago Region, programs it has been offering in Illinois for 23 years.

Seabury-Western Theological Seminary is affiliated with the Episcopal Church and prepares students for a variety of ministry roles. In 2008, the Seminary initiated plans to coordinate its educational efforts with Bexley Hall, an ATS-accredited Episcopal seminary located in Ohio. Leaders from both institutions drafted a federation agreement which was approved by their respective boards in February 2013. Under this agreement, both institutions retain their names and individual academic programs. The two sites are equivalent, with each

offering support services and access to instructional materials and other teaching-learning resources. Through the federation, both seminaries share a president, governing board, faculty, and other institutional resources. A single faculty, some located in Chicago and some in Ohio, serves both sites. Programmatic and curricular decisions are made by the faculty and the federation's newly established Board of Directors. Currently, each site is accredited on its own, though joint accreditation is planned for the future.

Mission and Objectives

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

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

The proposed programs are consistent with the Seminary's mission statement which is as follows: "Seabury-Western Theological Seminary is an educational community, grounded in the Baptismal Covenant, that proclaims the Gospel of Jesus Christ to the church and to the world. Seabury embodies generous Christianity, grounded in the Baptismal Covenant and the Episcopal tradition, as we educate lay and ordained women and men for ministry, build faith communities, and enrich people in their faith." Graduates of the proposed D. Min. programs will be able to: (1) engage in theological reflection on responsible life in faith; (2) know the living tradition of Christian faith as richly diverse; (3) recognize and respond to racism and other forms of oppression and exclusion in their personal and institutional manifestations; (4) think theologically about assumptions, biases, and knowledge about themselves and others; (5) contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views; (6) listen, read, and write effectively in order to contribute to the life of the church; and (7) be knowledgeable and effective leaders of worship in their communities of faith. The objectives of the proposed degree programs are consistent with what their titles imply.

Curriculum/Assessment

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

Admission

Applicants to the Seminary and the proposed Doctor of Ministry programs must hold a Master of Divinity (M. Div.) degree, or its equivalent, from an accredited theological school. As part of the admissions process, prospective students must submit the following documentation: (1) official transcripts from all colleges and universities attended; (2) evidence of at least three years of experience in ministry following receipt of the M. Div. degree; (3) evidence of capacity to engage in advanced theological study and practical reflection; and (4) evidence of desire to increase level of effectiveness in congregational leadership and development. Potential students may submit application materials at any time with enrollment occurring the beginning of June each calendar year.

Curriculum

Seabury's D. Min. programs are delivered using a combination of face-to-face courses, online interaction, and individual mentoring by faculty and clergy groups. Students also

complete a series of intensive, church-based experiences designed to develop their skills and personal readiness to continue to serve as clergy in the Episcopal Church. The Seminary also offers additional coursework in Anglican studies which students can choose to pursue as part of further professional development.

Doctor of Ministry in Congregational Development

The Doctor of Ministry in Congregational Development prepares men and women as leaders for diverse communities of faith. Seabury's D. Min. in Congregational Development encourages students to reflect theologically on the nature of the church, understand the challenges and opportunities facing today's faith communities, analyze congregations and their contexts, practice effective community organizing and strategizing, and develop a learning community with others who are asking similar questions. Graduates of the program will be able to: (1) develop knowledge and skills for leadership in the missional church; (2) identify the diversity of their community context as well as develop the capacity to work with diverse groups; and (3) use social and cultural analysis in order to be more effective as leaders of vital and healthy religious congregations and communities. Students study with and learn from residential faculty at Seabury, expert practitioners in fields related to congregational development, and peers. To integrate theory and practice, the program includes collaborative study in small groups, lecture and discussion, online reflection throughout the year with a core group, case studies, a congregational study, and a thesis.

Doctor of Ministry in Preaching

The Doctor of Ministry in Preaching is designed for students who desire to preach in a variety of ministry contexts. This is an ecumenical program of six seminaries in the Association of Chicago Theological Schools (ACTS): Chicago Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, Northern Baptist Theological Seminary, North Park Theological Seminary, and Seabury-Western. All schools are ATS-accredited and ATS-approved to offer this collaborative program. The member institutions, jointly offer coursework toward the D. Min. in Preaching degree. Graduates of the program will be able to: (1) articulate their own beliefs, along with the connections among scripture and theological tradition in their preaching ministry; (2) develop preaching styles conversant with diverse cultural communities; and (3) serve as accomplished preachers. Seabury students are assigned a Seabury faculty advisor who serves as a mentor and primary point of contact throughout the program. The faculty advisor consults individually with students to assess progress toward program goals and personal development in alignment with the role of congregational leader. The faculty advisor also coordinates with each student a sequence of intensive summer preaching experiences, during which the student ministers in her/his own congregation and works with a team of pastoral and carefully selected lay members to prepare a series of sermons. The pastoral/lay team assesses student progress after each sermon in consultation with the faculty advisor.

Assessment of Student Learning

Assessment of student learning is grounded in core competencies reflecting the knowledge, skills, and dispositions of professionals in full-time ministry. These core competencies are embedded within an overall assessment plan for both student learning and program evaluation. The Seminary has adopted a portfolio-based approach to assessment of student learning. Written artifacts, exams, student self-evaluations, and other learning products are included in the portfolio along with faculty-developed rubrics identifying progress toward key

objectives. Seminary faculty members have approved assessment rubrics and procedures for each course in each program. Per faculty policy, in no case is online work the sole basis for evaluation of student performance in any course. The D. Min. programs culminate in a student thesis project which serves as a summative assessment of overall program goals.

Program Assessment

The Seminary has designed program assessment plans which delineate items and timelines that must undergo scrutiny and data analysis. These data are evaluated for patterns of deficits and strengths. Examples include student outcomes data such as retention rates and progress toward degree, student and faculty evaluation of courses, and graduate surveys. Items on the plan were derived from the institution's accrediting body and from communities of interest (e.g., Episcopalian congregational partners and Church leadership). The timelines ensure that all elements affecting the programs are reviewed no less frequently than every five years. Many items are reviewed yearly. As the Seminary enacts its federation agreement with Bexley Hall Seminary in Ohio, this assessment plan will be applied to all federation programs. Assessment reports will be reviewed by the federation's leadership in light of the program and student outcomes the federation has established for that program.

Facilities (space, equipment, instructional materials)

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

Seabury leases office and classroom space in a Chicago facility owned and operated by the Evangelical Lutheran Church in America. Its federation partner, Bexley Hall, leases office and classroom space owned and operated by Trinity Lutheran Seminary in Columbus, Ohio. These facilities were selected because they were each physically suited to the institution's mission and comply with all local, state, and federal ordinances or laws.

Seabury has full, perpetual access to and use of the United Library, located at Garrett-Evangelical Theological Seminary on the Northwestern University campus. This library has about 400,000 volumes and 500 periodicals; it is one of the ten largest theological libraries in the United States. Access and use includes access to all Northwestern University Library resources, including all online resources (5000+ electronic databases, a large collection of ebooks, and a substantial collection of print books in all fields related to the study of religion). By virtue of its membership in the Association of Chicago Theological Schools, Seabury students, faculty, and staff have full use of the libraries of the other ACTS schools and of Loyola University, Chicago. In addition, Seabury houses relevant collections from the library of the Evangelical Lutheran Church in America, in whose headquarters Seabury is located. There is an additional small collection of resources at Seabury.

Bexley Hall has full access to and use of the Hamma Library of Trinity Lutheran Seminary in Columbus, Ohio, as well as the libraries of the Methodist Theological School in Ohio and the Pontifical College Josephinum. Bexley also has access to and use of the Ohio Private Academic Libraries (OPAL) and OhioLINK networks of libraries across Ohio, and of The State Library of Ohio, the Ohio Historical Society library, and the libraries of The Ohio State University, located in Columbus. The Hamma Library owns more than 125,000 volumes and a significant periodicals collection.

All these libraries support distance learning. Students who enroll in a course for credit or are matriculated in the D. Min. programs may check out books, utilize the study spaces, obtain research help from reference librarians, and engage in other research endeavors. The United Library card catalog and the various reference databases are also accessible on-line to Seabury students when they are off campus or utilizing their personal computers.

Faculty and Staff

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

A cadre of three full-time faculty members, two part-time faculty members, and eight adjuncts are based in Chicago. Two full-time and two adjunct faculty members are located in Ohio at Bexley Hall. Faculty members charged with delivering graduate education are minimally educated at the doctoral level and/or hold significant positions of leadership in the Episcopalian Church.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Seabury-Western Theological Seminary has submitted fiscal plans for the federation which reflects a joint budget with Bexley Hall. These fiscal plans show an annual operating deficit which diminishes each year through 2016-17. The Federation Board is in the process of developing a plan to reach financial equilibrium before that date. Independently prepared audit reports for 2012 show that, together, Seabury and Bexley Hall have substantial funds in liquid unrestricted investment assets to support programming through the projected operational deficits of the next few years as needed. In addition, investment asset balances through January 31, 2013 show returns greater than the deficit funding needed for the initial year of the federation. Other forms of ongoing support include endowment income to provide scholarships for students, as well as financial contributions from affiliated church bodies.

Accreditation/Licensure

No agency or body licenses or certifies graduates of the D. Min. programs. Individual dioceses of the Episcopal Church in the United States of America certify graduates of programs when they approve them for ordination. The Constitution and Canons of the Episcopal Church define the requirements for candidates for ordination.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

Staff Conclusion. The staff concludes that Seabury-Western Theological Seminary and its request for the certificate of approval and authorization to operate 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.

Illinois College of Nursing
55 West 22nd Street, Suite 200
Lombard, Illinois 60148
Chief Executive Officer: Ms. Pearl Callaghan

Seeking Operating Authority: West Suburban Region

Projected Enrollment: Illinois College of Nursing (ICON) projects an enrollment of eight students the first year and 32 students by the fifth year.

Institutional Accreditation: Upon authorization for Operating Authority, ICON will apply to the National League for Nursing Accrediting Commission.

Background and History

Founded in 2011 by an Advance Practice Nurse, the mission of ICON is to provide exceptional nursing education, emphasizing integrity and compassion, to cultivate highly skilled nursing professionals.

Mission and Objectives

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

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

The proposal presented is consistent with ICON's mission to provide exceptional nursing education to cultivate highly skilled nursing professionals.

Curriculum/Assessment

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

Admission

Applicants to ICON must present the following: a high school diploma or equivalent; a cumulative grade point average of 2.5 or higher on a 4.0 scale; valid CNA certification; two letters of recommendation; evidence of passing with at least a "C" and within the last five years,

the following courses: English, Algebra, Biology; a current CPR/BLS card; proof of immunizations; and proof of personal medical and liability insurance. Applicants must also pass a background and sanction check, as well as a ten panel drug screening.

Curriculum

Once granted Board approval to operate in the West Suburban Region, ICON plans to immediately pursue the Illinois Board of Higher Education's (IBHE) authorization to grant the following degree: Associate in Applied Science in Registered Nurse. ICON is aware its degree programs must be approved in the West Suburban Region for one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. ICON is expressly aware that degree approvals are anchored on the full and satisfactory fulfillment of all conditions given in the operating authority proposal. An unsatisfactory demonstration, such that promissory conditions are not being met, will be grounds for revocation of authority to operate by the IBHE.

Assessment of Student Learning

ICON has policies and practices in place for the direct assessment of student learning. For each course the institution has designated learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, case analyses, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning.

Program Assessment

ICON has established policies and procedures for ongoing institutional and program-level assessment and review. The program will be reviewed semi-annually by a team of faculty and school administrators. Data from end-of-course student completion and performance rates, student feedback (through Instructor and Course Evaluation surveys), Clinical Evaluation Tools, NCLEX-PN pass rates, end of course ATI exam rates, end of program comprehensive ATI exam rates, mentor/mentee surveys, employer surveys, and faculty feedback will all be collected and reviewed as part of the program evaluation plan. The team's findings will be presented in an evaluation report for review by the program administrator for further planning and implementation.

Facilities (space, equipment, instructional materials)

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

ICON leases the facility in which it operates. The facility occupies an area of approximately 2,500 square feet, subdivided into one classroom, one learning resource center (for laboratory practice), one library, one student lounge and canteen area, and one administrative office. Adjacent parking lots provide over 200 parking spaces. The facility is in compliance with all local, state, and federal ordinances for use as an educational facility, including the Americans with Disabilities Act.

The classroom and learning resource center are equipped with multimedia equipment (LCD projector, computer, speakers, and high-speed Internet access). The learning resource center is also equipped with two hospital beds, two mannequins, several organ models, and other medical equipment for the purposes of clinical simulation. ICON has a dedicated library space which houses textbooks, reference books, and medical journals, and is equipped with eight computers for student use. Students have access to thousands of additional medical textbooks, journals, and other clinical resources online through an electronic link to Elsevier, a scholarly medical publisher.

Faculty and Staff

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

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

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

ICON has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the third year of operations.

Accreditation/Licensure

As pursuant to this application for Operating Authority, neither specialized accreditation nor licensure is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

SAE Institute of Technology
820 North Orleans Street, Suite 125/135
Chicago, Illinois 60610
Chief Executive Officer: Mr. Marco Bettelli

Proposed Program Title in Region of Authorization: Associate in Applied Science in Audio Technology in the Chicago Region (Operating Authority)

Projected Enrollment: SAE Institute of Technology projects an enrollment in this program of 20 students in the first year rising to a maximum of 135 students by the fifth year.

Proposed Program Title in Region of Authorization: Associate in Applied Science in Digital Journalism in the Chicago Region (Operating Authority)

Projected Enrollment: SAE Institute of Technology projects an enrollment in this program of 43 students in the first year rising to a maximum of 110 students by the fifth year.

Proposed Program Title in Region of Authorization: Associate in Applied Science in Music Business in the Chicago Region (Operating Authority)

Projected Enrollment: SAE Institute of Technology projects an enrollment in this program of 38 students in the first year rising to a maximum of 60 students by the fifth year.

Institutional Accreditation: Upon receipt of Operating Authority, SAE Institute of Technology in Chicago will apply for accreditation from the Accrediting Commission of Career Schools and Colleges as a branch campus of the SAE Institute in Nashville, Tennessee.

Background and History

SAE Institute of Technology was founded in 1976 in Sydney, Australia, as a school that specialized in audio engineering instruction and emphasized a balanced curriculum featuring both a theoretical and practical approach. By 1984, five more schools had opened across Australia, and in 1985 SAE London was established, the first overseas institute and first professional audio school in the United Kingdom. SAE Institute expanded its campuses to the United States in 1999, opening the first two U.S. locations in New York, New York, and Nashville, Tennessee. Since then, four more locations have opened in Miami, Florida (2002), Los Angeles, California (2006), Atlanta, Georgia (2007) and San Francisco, California (2009).

Mission and Objectives

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

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

The proposals presented are consistent with SAE Institute of Technology's mission to provide students with the theoretical and practical skills to obtain an entry-level position in the creative media industry.

Curriculum/Assessment

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

Admission

In order to be admitted into an SAE Institute of Technology degree program, prospective applicants must: be a United States citizen, permanent resident, or possess the appropriate student visa; possess a high school diploma or its equivalent; be at least 18 years of age; demonstrate proficiency in the English language; and pass an entrance examination. International students, in addition to the aforementioned requirements, must demonstrate available financial support and the stability thereof for the period of enrollment.

Curricula

Associate in Applied Science in Audio Technology

The Associate in Applied Science in Audio Technology degree program requires students to complete 60 semester credit hours, including 15 hours of general education courses and 45 hours of core courses. This degree provides an intensive practical and theoretical training program designed to give students a solid grounding in all aspects of audio technology and the commercial music recording industry. Students enrolled in this program will learn both the technical and creative sides of the audio recording process and will be expected to complete a number of projects throughout the program. In addition, students will study the operational basics of the audio and music industries, covering topics such as contracts, session budgeting, financial basics of the audio industry, and artistic aspects of the music industry.

Associate in Applied Science in Digital Journalism

The Associate in Applied Science in Digital Journalism degree program requires students to complete 60 semester credit hours, including 15 hours of general education courses and 45 hours of core courses. The degree program delivers training in four different areas: Basic Journalism, Audio, Video, and Multimedia. Students will complete this program having engaged in practical, hands-on exercises providing them with the necessary professional skills and a broad overview of new media related to journalism.

Associate in Applied Science in Music Business

The Associate in Applied Science in Music Business degree program requires students to complete 60 semester credit hours, including 15 hours of general education courses and 45 hours of core courses. Students enrolled in this program will receive training in music promotion, marketing, management, and publishing, as well as video and audio production and graphic and

web design. It will prepare students for entry level employment with music publishing and production companies.

Assessment of Student Learning

SAE Institute of Technology has established policies and practices in place for the assessment of student learning. For each of its regular courses within its programs, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, case analyses, projects, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning.

Program Assessment

SAE Institute of Technology uses multiple measurement activities to assess student learning outcomes. Benchmarks are established for each student learning outcome, and trends are quantified annually for each assessment. Institutional policies adhere strictly to accreditation criteria and implement continual data analysis of placement, retention, graduate and employer satisfaction, as well as student learning outcomes. The SAE curriculum model has been carefully molded to accommodate business and employment opportunities through recommendations of its Program Advisory Committee and local industry professionals. Continuous evaluation and improvement is made through collaborative efforts amongst SAE locations around the U.S., as well as Europe and Australia, and in the placement of graduates through the global alumni association. Surveys of employers of SAE graduates are given on periodic basis, and the results are analyzed and processes of educational delivery continually improved.

Facilities (space, equipment, instructional materials)

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

SAE Institute of Technology has secured a new 19,000 square foot facility containing over 30 studios and workstations in downtown Chicago. The objective of SAE's media programs is to accurately prepare its students for future employment with quality theoretical instruction and hands-on practical experience. SAE outfits its classrooms, studios, and labs with professional level, industry standard equipment. All gear and equipment are reviewed annually and updated to meet industry demands and expectations as identified. The following is a summary of what is provided in support of the various programs. All of SAE Institute's programs utilize Apple computers and associated operating systems; audio control rooms will contain various audio mixers (both analog and digital), hardware and software effects processors, computers and speakers necessary to create professional level recordings; live recording rooms are supported by various types of microphones, microphone stands, drum kits, headphone amplifiers, baffles, and other items as appropriate; audio production rooms will contain various software programs, computers, speakers, and keyboard controllers necessary for music and post production audio/visual projects; video editing suites will contain computers, software, monitors, speakers, and miscellaneous equipment necessary for their associated projects; and the film studio will contain special effects screens, lighting equipment, and camera and supporting equipment necessary to shoot professional level video projects. In addition to the provided facilities and equipment, each student is provided a personal production pack appropriate to their field of study. For example, an audio student is provided an Apple Macbook Pro with various additional

software and hardware necessary for audio production. A video student is provided an Apple Macbook Pro with various additional software and hardware necessary for video production. The gear, equipment, and instructional tools are reviewed annually for quality, relevance, and identified/suggested upgrades. This process occurs with the related discipline's Program Advisory Board members in attendance. Once new purchases are identified, they are then submitted for approval to the campus director who will budget and purchase the desired items.

SAE Institute of Technology will employ a computer-centric library/media center that contains computer stations for online Internet resources as well as local server access to provide continual learning tools for students. The media center will be stocked with industry standard texts, periodicals, and journals associated with the fields of study and concentrations within the curriculum. In addition, all students will receive (as part of tuition) a laptop package along with industry based texts to accompany their assigned readings within the curriculum syllabi. All SAE Chicago students will be provided access to the Library Information Resources Network (LIRN). The LIRN® virtual library provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies.

Faculty and Staff

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

SAE Institute of Technology has identified institutional policies and procedures that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place. As enrollment grows, the institution will be hiring additional faculty who possess the appropriate qualifications.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

SAE Institute of Technology has submitted fiscal plans indicating tuition revenues exceed, and will continue to exceed, operating expenditures for each of the proposed programs beginning in year one.

Accreditation/Licensure

Associate in Applied Science in Audio Technology

Neither specialized accreditation of the program or licensure of graduates is required.

Associate in Applied Science in Digital Journalism

Neither specialized accreditation of the program or licensure of graduates is required.

Associate in Applied Science in Music Business

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

SAE Institute of Technology provides detailed and accurate information regarding its academic 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 institution. 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 SAE Institute of Technology and its request for the certificate of approval and authorization to operate 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 Benedictine University Authorization to Grant the Bachelor of Science in Medical Laboratory 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 Chicago ORT Technical Institute, doing business as Zarem/Golde ORT Technical Institute, Authorization to Grant the Associate in Applied Science in Accounting in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to East-West University Authorization to Grant the Bachelor of Science in Biology 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 Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Nursing in the Fox Valley, Prairie, and South Metro 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 Seabury-Western Theological Seminary the Certificate of Approval and Authorization to Operate and to Grant the Doctor of Ministry in Congregational Development and the Doctor of Ministry in Preaching 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 Illinois College of Nursing the Certificate of Approval and Authorization to Operate 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 SAE Institute of Technology the Certificate of Approval and Authorization to Operate and to Grant the Associate in Applied Science in Audio Technology, the Associate in Applied Science in Digital Journalism, and the Associate in Applied Science in Music Business in the Chicago 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.