

**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 Arts in International Business and Economics in the Central Region
- Bachelor of Business Administration in Accounting in the Central Region

Hannibal-LaGrange University

- Operating Authority in the Central Region

Lindenwood University – Belleville

- Bachelor of Science in Information Technology in the Southwestern Region
- Master of Arts in Gerontology in the Southwestern Region
- Master of Science in Administration in the Southwestern Region

Visible Music College

- Operating Authority in the South Metropolitan Region

For Profit:

Chamberlain College of Nursing

- Master of Science in Nursing, Family Nurse Practitioner Specialty Track, in the West Suburban Region

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

- Operating Authority in the North Suburban Region

DeVry University – Illinois, Keller Graduate School of Management

- Master of Science in Accounting in the Chicago, South Metro, West Suburban, Fox Valley, and North Suburban Regions

ITT Technical Institute of Mount Prospect

- Associate in Applied Science in Nursing in the North Suburban Region

John Hancock University

- Associate in Applied Science in Accounting in the West Suburban Region
- Associate in Applied Science in Business Administration in the West Suburban Region
- Associate in Applied Science in Paralegal Studies in the West Suburban Region
- Bachelor of Arts in English in the West Suburban Region
- Bachelor of Arts in Interdisciplinary Studies in the West Suburban Region
- Bachelor of Arts in Political Science in the West Suburban Region
- Bachelor of Science in Computer Science in the West Suburban Region
- Bachelor of Science in Psychology in the West Suburban Region
- Master of Arts in Criminal Justice in the West Suburban Region
- Master of Arts in English in the West Suburban Region
- Master of Science in Computer Science in the West Suburban Region
- Master of Science in Human Resource Management in the West Suburban Region

Vatterott College – Fairview Heights Campus

- Associate in Applied Science in Alcohol Abuse Counselor in the Southwestern Region
- Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology in the Southwestern Region
- Associate in Applied Science in Medical Assistant with Office Management in the Southwestern Region
- Associate in Applied Science in Pharmacy Technician in the Southwestern Region
- Associate in Applied Science in Veterinary Technician in the Southwestern 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 14 institutions.

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

Proposed Program Title in Region of Authorization: Bachelor of Arts in International Business and Economics in the Central Region

Projected Enrollments: Benedictine University projects enrollments of 20 students in the first year, rising to 79 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Business Administration in Accounting in the Central Region

Projected Enrollments: Benedictine University projects enrollments of 15 students in the first year, rising to 49 students by the fifth year.

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

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 campus 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.

Benedictine University currently offers the Bachelor of Arts in International Business and Economics (BAIBE) and the Bachelor of Business Administration in Accounting (BBAA) on its main campus in Lisle. With this proposal, the BAIBE and BBAA programs would be made available to students in Springfield. The curricula, objectives, assessments, and other program elements, as proposed for the Springfield campus, will mirror those of the main campus.

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.

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

Mission and Objectives

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

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

The proposed programs are 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 BAIBE and BBAA programs are an extension of the University mission in that students will learn about the following: (1) the role of economics and business in the social environment of different cultures; (2) the functional areas of business and their interrelationships within multi-national organizations; (3) communication, analytical thinking, and appreciating the human element in organizations; (4) skills applicable to the various aspects of the functional areas of business, and; (5) how culture influences business attitudes and behaviors. The objectives of the 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

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

Curricula

Bachelor of Arts in International Business and Economics

The BAIBE degree program is designed to prepare students who wish to pursue careers in export, import, international marketing, production, finance and banking, and foreign companies operating in the United States or abroad. Students may also pursue government agencies and non-profit organizations for employment. All students in the program will receive a thorough grounding in economics; mathematics and statistics; the principles pertinent to all of the functional areas of business, accounting, finance, management, and marketing, in an integrated manner and with adequate focus on the international aspects of each; and the study and appreciation of international cultural backgrounds and in the skills needed for international business.

The BAIBE program is 120 semester hours in length, consisting of 54 hours in general education, 60 hours in major coursework, and 6 hours of internship or study abroad experiences. At least 30 of the final 45 credit hours must be completed at Benedictine University, including at least 12 credit hours at the 200-level or above in the major. Major course work must be completed with grades of “C” or better. The program will be offered in a traditional, semester format with the option for students to complete additional coursework during summer sessions.

Bachelor of Business Administration in Accounting

The BBAA degree program is designed to prepare students who wish to pursue careers in accounting and finance in a wide variety of organizations. Graduates will know how to prepare and examine financial records, assess financial operations, prepare tax records, and use financial data to help organizations run more efficiently. All students in the program will receive a thorough grounding in economics; mathematics and statistics; the principles pertinent to all of the functional areas of business, accounting, finance, management, and marketing, in an integrated manner and with adequate focus on the international aspects of each; and, financial and managerial accounting principles and applications, such that the formal requirements to sit for the Certified Public Accountant examination can be fulfilled.

The BBAA program is 120 semester hours in length, consisting of 45 hours in general education, 60 hours in major coursework, and 15 hours of electives as well as internship or study abroad experiences. At least 30 of the final 45 credit hours must be completed at Benedictine University, including at least 12 credit hours at the 200-level or above in the major. Major course work must be completed with grades of “C” or better. The program will be offered in a traditional, semester format with the option for students to complete additional coursework during summer sessions.

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.

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 BAIBE and BBAA programs, as offered on the main campus in Lisle, are an active part of the AQIP process. The Springfield program will be incorporated, as well. At the course level, instructors engage in the PDSA (plan, do, study, act) assessment-reflection cycle at both the planning and delivery stages and formally report on this process at the end of each semester.

Facilities (space, equipment, instructional materials)

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

Courses for the proposed programs will be offered on the University’s campus in Springfield. The BUS 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.

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

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 programs 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.

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 both programs indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in year one.

Accreditation/Licensure

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

Program Information

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

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

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

Hannibal-LaGrange University
2800 Palmyra Road
Hannibal, Missouri 63401
President: Dr. Anthony Allen

Seeking Operating Authority: Central Region

Projected Enrollments: Hannibal-LaGrange University projects enrollments of 11 students in the first year, rising to 30 students by the fifth year.

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

Background and History

Hannibal-LaGrange University (HLU or the University) is a private, not-for-profit, bachelor's and master's institution founded in 1858 as LaGrange College by the Wyaconda Baptist Association. For 61 years the college was controlled and chiefly maintained by this association; but in 1919, its charter was amended to enlist additional associations and churches in its support and control. Further provisions made in the charter of 1928 required that trustees be approved by the Missouri Baptist General Association. In 1928, the citizens of Hannibal, Missouri, pledged funds for the establishment of a Baptist college in Hannibal. The gift made it possible to acquire land and erect new buildings. LaGrange College moved to Hannibal and was renamed Hannibal-LaGrange College. The Missouri Baptist Convention issued a new charter to the school in 1957 which conveyed ownership to the Convention and provided further guidelines for the 33-member College Board. In 1975, Hannibal-LaGrange College was accredited as a four-year institution. Subsequent developments included approval for the institution to offer its first graduate degree program – Master of Science in Education – and in 2010, approval from the Missouri Baptist Convention to change the institution's name to Hannibal-LaGrange University. Today, the campus serves 1,150 students and offers 60 undergraduate majors.

With this proposal, Hannibal-LaGrange University seeks authorization to operate as a postsecondary institution in the Central Region. The University has a memorandum of understanding with Lincoln Land Community College (LLCC) to use LLCC classrooms to offer what the University calls, "the ADVANCE program," a baccalaureate degree-completion program, to students in the Springfield, Illinois, area. The ADVANCE program is designed to provide working adults who possess an associate's degree a path toward completion of an undergraduate degree in one of two areas – Organizational Management and Criminal Justice.

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 is consistent with the Baptist heritage underlying the University's mission. This mission includes a commitment to preparing students for personal and professional effectiveness by providing a strong foundation in the liberal arts and the professional disciplines in a distinctly Christian environment.

Curriculum/Assessment

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

Admission

All applicants to the University's ADVANCE program must have 60 credit hours completed from a regionally accredited institution or an earned associate's degree from a regionally accredited institution. For these credits to transfer, the potential student's cumulative grade point average must be 2.0 or higher. As the ADVANCE program is focused on providing working adults with a path toward undergraduate degree completion, applicants must also be at least 24 years of age with a minimum of five years of work experience.

HLU may recognize and credit prior learning or professional experience toward the degree. College staff members conduct an individual review of prior learning using College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) results. Military or other professional training, clearly presented in transcript form and evaluated by the American Council on Education (ACE), may also be accepted by HLU as accredited college credit if the training is applicable to the intended degree. Students may receive a maximum of 45 hours of credit as verified by CLEP or DANTES exams or by ACE-recommended transfer of credits earned in non-academic institutional settings.

Curriculum

Once granted Board approval to operate in the Central Region, HLU plans to immediately pursue the Illinois Board of Higher Education's (IBHE) authorization to grant the following degrees: Bachelor of Science or Bachelor of Applied Science in Organizational Management and Bachelor of Science or Bachelor of Applied Science in Criminal Justice. These programs are specifically designed to provide a path toward degree completion for working adults who have an associate's degree.

The University is aware that its degree programs must be approved in the Central Region one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. The University 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

HLU has established policies for assessment of student learning outcomes. The University is committed to providing critical and objective assessment of its students and their learning. Learning outcomes are identified for each program with course objectives mapped to the same. Course objectives are to be demonstrated through assignments, tests, projects, and other established performance assessments. These assignments are then assessed using a series of rubrics and scoring guides common to the relevant program and developed by program faculty.

Program Assessment

At the program level, the University has established policies and procedures for ongoing assessment and review. All courses are evaluated by students and the results compiled with other data about program effectiveness such as student retention and completion rates. Program assessments are reviewed annually by faculty and used to make decisions about program improvement. The program assessment and improvement plan results are reported to the University annually.

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.

Hannibal-LaGrange University has made arrangements to rent classroom space from Lincoln Land Community College at the LLCC Capital City Training Center (130 W. Mason, Springfield, Illinois). The classroom rental agreement includes Internet access, as well as other instructional tools such as a projector and screen.

Students enrolled in HLU's forthcoming programs in the Springfield area will have full access to the University's L.A. Foster Library. All students will be issued log-in access to the library's collection which includes 69 databases, full-text articles, ebooks, videos, and other resources. Approximately 2,000 print items and one to two online databases are added to the library's collection each year. Books and articles not available in electronic formats can be requested by the student. HLU's library staff will scan and e-mail articles, send books via UPS within two to three days, or request the item through interlibrary loan. Upon receiving authorization to operate, HLU will work with LLCC to include access to LLCC's library in the memorandum of understanding.

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 programs 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.

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.

Hannibal-LaGrange University has submitted fiscal plans for indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in year one.

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that Hannibal-LaGrange University 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.

Lindenwood University - Belleville
2600 West Main Street
Belleville, Illinois 62226
President: Dr. James D. Evans

Proposed Program Title in Region of Authorization: Bachelor of Science in Information Technology in the Southwestern Region

Projected Enrollment: Lindenwood University projects an enrollment in this program of 20 students in the first year rising to a maximum of 60 students by the fifth year.

Proposed Program Title of Region of Authorization: Master of Arts in Gerontology in the Southwestern Region

Projected Enrollment: Lindenwood University projects an enrollment in this program of 15 students in the first year rising to a maximum of 63 students by the fifth year.

Proposed Program Title of Region of Authorization: Master of Science in Administration in the Southwestern Region

Projected Enrollment: Lindenwood University projects an enrollment in this program of 12 students in the first year rising to a maximum of 44 students by the fifth year.

Institutional Accreditation: Lindenwood University is accredited by the North Central Association of Colleges and Schools.

Background and History

Lindenwood University – Belleville was established in 2003 as an extension location of Lindenwood University, originally founded in St. Charles, Missouri in 1827. The Belleville campus is one of 12 extension locations offering programs leading to baccalaureate and master's degrees. Lindenwood University administrators and the business leaders in Belleville, Illinois, joined together in 2001 with the goal of establishing a university at the site of the Belleville West High School. Following state approval, the Belleville Campus of Lindenwood University was established in 2003. Currently, master of arts programs in education, education administration, and professional counseling, along with other programs offered through the Lindenwood College of Individualized Education, are offered to area residents. Application has also been made to the Higher Learning Commission for independent campus status.

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 objectives of the proposed degree programs are consistent with what their titles imply. In addition, the proposed degree programs are congruent with Lindenwood University – Belleville's mission: to "offer values-centered programs leading to the development of the whole person, an educated, responsible citizen of a global community."

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 undergraduate programs must show completion of a high school diploma or its equivalent from a home-school program. A copy of the student's General Education Development (GED) certificate may be provided in lieu of the high school transcript. Transfer students who have successfully completed a two-year program that is acceptable for full credit toward a bachelor's degree may not be required to submit their high school transcript. Students wishing to transfer credit from a regionally accredited institution should request official university transcripts at the time they apply for admission to Lindenwood University. Candidates who do not have a high school diploma or its recognized equivalent must achieve a passing score on an approved "ability to benefit" assessment test. Applicants must also provide their results of the ACT or SAT standardized exam. Transfer students with 24 or more hours of credit, applicants who have been out of high school for five or more years, or those given approval by the dean of admissions may not be required to furnish scores from standardized tests, although they are recommended. Provisional admission to the university may be granted by the Dean of Admissions on the basis of facsimile copies of high school transcripts, ACT/SAT scores, GED scores, and/or other university transcripts.

Applicants to graduate programs must show completion of a bachelor's degree from an institution that is accredited by an accrediting association that is recognized by the U.S.

Department of Education. Admission to a graduate degree program presented in an evening-based, accelerated format is limited to students who have undergraduate grade point averages of 3.0 or better (on a 4.0 scale.)

Curricula

Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology degree program requires students to complete 128 semester credit hours, including 55 hours of general education courses, 57 hours of required Information Technology courses, and 16 hours of electives. The degree is designed to provide a wide range of courses for students interested in the information age.

Master of Arts in Gerontology

The Master of Arts in Gerontology degree program requires students to complete 48 semester credit hours, including 36 hours of core courses, nine hours of coursework from business administration, human resources, or healthcare administration, and three hours of either a professional internship or capstone project. The program is designed to provide a comprehensive study of the major gerontological issues facing the workforce, and helping students understand the complexities and challenges of managing today's aging population.

Master of Science in Administration

The Master of Science in Administration degree program requires students to complete 48 semester credit hours, including 18 hours of core courses, 27 hours of graduate coursework in either marketing or management, and a three hour capstone course. This program is designed to offer a broad-based education in advanced administrative and managerial topics. The program features a curriculum that prepares students for the information economy while emphasizing applications of the latest concepts, practices and skills through case study analysis, and examination of current issues and trends in administration. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their careers.

Assessment of Student Learning

Lindenwood University - Belleville 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, 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

The University understands the need for regular self-examination of its classes, majors, programs, and degrees. Through the assessment process, the University is better able to understand itself by examining its strengths and weaknesses, successes and disappointments. The University's Comprehensive Academic Assessment Program (CAAP) plays an important role in making this happen by creating a culture of continuous improvement. CAAP is not static, but a

living and growing part of the University culture of learning and improvement. Formalized across the institution in 1991, it embraces five major categories: general education, undergraduate majors and programs, graduate programs, extension campus sites, and student life. Faculty members in all areas are required to stay current in their disciplines and understand the needs of the workforce. Surveys to employers are used to determine the skills and knowledge level of students upon graduation and entrance into the work world. Student course evaluations are performed each semester, and program review surveys are given to students upon graduation.

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's facilities include 41 classrooms (36,000 square feet); two laboratories (3,000 square feet); one library (720 square feet); and a student center (30,000 square feet) which houses a 48 seat computer lab, cafeteria, and student lounge.

The Lindenwood University - Belleville Library currently has approximately 1,200 monographic holdings and 30 hardcopy journals, as well as online access to thousands of English, literature, and creative writing related sources provided through the main campus library. Any hardcopy materials needed by library users at the Belleville campus will be delivered from the main campus library to Belleville via a well established courier service. Additionally, as an affiliate of Lindenwood University, the LU-Belleville Library belongs to the Missouri statewide library consortium (MOBIUS). MOBIUS gives students enrolled at Lindenwood borrowing privileges at virtually every academic library in Missouri, as well as three major public library systems. If materials are required that are not available at the main campus library or through MOBIUS, users may make use of WorldCat catalog. Any materials located via WorldCat may be ordered through Interlibrary Loan. Through the library website, all Lindenwood students are able to access all of the library's online resources. These resources include: JSTOR, EBSCO's Academic Search Premier, Literature Resource Center, as well as multiple periphery databases. There is a full-time staff member, as well as two full-time graduate assistants to assist patrons with research needs. Faculty and students may also schedule instructional sessions with the full-time library staff member to better familiarize themselves with the resources available to them. The Belleville campus has limited wireless capability, which provides students with 24 hour access to the library database from many locations on campus.

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.

Lindenwood University - Belleville has identified 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. As enrollment grows, the institution will be hiring additional full-time 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.

Lindenwood University – Belleville 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

Bachelor of Science in Information Technology

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

Master of Arts in Gerontology

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

Master of Science in Administration

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 provides accurate information regarding Lindenwood University – Belleville's 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 University. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Lindenwood University – Belleville 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.

Visible Music College
2248 186th Street
Lansing, Illinois 60438
President: Mr. Ken Steorts

Seeking Operating Authority: South Metropolitan Region

Projected Enrollments: Visible Music College projects enrollments of 24 students in the first year, rising to 132 students by the fifth year.

Institutional Accreditation: Visible Music College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS).

Background and History

Visible Music College (VMC or the College) is a private, non-profit, non-denominational bachelor's institution founded in 2000 as the Visible Community School of Music and Worship Arts College. The College began as a ministry of Grace Covenant Church in Lakeland, Tennessee, with the aim of developing the musical talent and spiritual growth of Christian musicians. Twenty-one students began coursework in September 2000 with four full-time faculty members. The College received authorization to operate from the Tennessee Higher Education Commission in 2001. During the 2002-2003 academic year, the school began to pursue ways to offer accredited college credit for its coursework. An articulation agreement with Crichton College allowed VMC to offer coursework accredited through the Southern Association of Colleges and Schools – a relationship which ended in 2005. The college leadership also pursued independent accreditation with TRACS and authorizations from the U.S. Department of Education (USDOE) for Title IV federal aid. The College received USDOE authorization in 2007, which allowed the college to grant federal aid to students and focus on recruitment. In 2009, VMC gained accreditation from TRACS and began a two-year, six million dollar capital campaign to move the school into downtown Memphis. The College was rebranded in 2011 to coincide with the move to its new location. Currently, 120 students study at the Memphis campus.

Visible Music College is seeking Board authorization to operate as a postsecondary institution at the proposed site in the South Metropolitan Region.

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 is consistent with the College's mission to "train and equip musicians, technicians, and business professionals in skill and character for effective service in the music industry and in the church." The College's overarching goals are an extension of its mission in that students will: (1) develop knowledge of God, the Bible, arts, and Christian life; (2) exercise professional skills in specific fields with competency, clarity, and purpose; (3) develop academic and practical skills for the pursuit of life-long learning; and (4) evidence concern and action in service toward all people.

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 to the College is predicated upon graduation from an accredited high school or completion of a recognized equivalent. Potential students, entering as freshmen, must provide official transcripts from high school showing a minimum grade point average (GPA) of 2.0, as well as relevant test scores (e.g. ACT, SAT, or GED). Students must demonstrate an ability to benefit from instruction at the College. Therefore, a personal interview and audition, as well as a statement of faith, are required of all applicants.

For transfer students, official transcripts from all previously attended colleges and universities are required. The number of credits transferred for an incoming student cannot exceed a total of 80 semester hours toward the bachelor's degree. Courses with a letter grade of "C" or better are considered for credit and will not be calculated in a student's GPA at Visible Music College.

Visible Music College may, as part of the admissions process, recognize and credit prior learning. Military training, clearly presented in transcript form and evaluated by the American Council on Education, will be accepted by VMC as accredited college credit if the training is applicable to the intended degree. Continuing education units, Advanced Placement, and College Level Expectance Program credits may also be applied toward degrees at the College.

Curriculum

Once granted Board approval to operate in the South Metropolitan Region, VMC plans to immediately pursue the Illinois Board of Higher Education's (IBHE) authorization to grant the following degrees: Bachelor of Music in Modern Music Ministry, Bachelor of Ministry in Music Business, and Bachelor of Ministry in Music Production.

The College is aware that its degree programs must be approved in the South Metropolitan Region one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. The College 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

Visible Music College has established policies for assessment of student learning outcomes. The College is committed to providing critical and objective assessment of its students and their learning. Learning outcomes are identified for each program with course objectives mapped to the same. Course objectives are to be evaluated through assignments, tests, projects, and other established performance assessments. Senior recitals and projects are the cumulative capstones of each program.

Program Assessment

At the college level, VMC has established policies and procedures for ongoing institutional and program-level assessment and review. The Institutional Effectiveness and Assessment Team is comprised of academic and administrative leaders and oversees strategic planning and evaluation of programs. This team meets regularly to address improvement plans, related budgetary issues, and goal-setting. Data collection, in the form of course assessments, program outcomes, and other measures of institutional effectiveness, are used to evaluate progress toward institutional and program goals. Faculty and student input are actively solicited on a regular basis. In consultation with program faculty, the Institutional Effectiveness and Assessment Team identifies areas for improvement and develops implementation plans, the results of which are subsequently assessed for impact.

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.

Visible Music College has identified a location at 2248 186th Street in Lansing, Illinois, for the development of its proposed teaching site. The building is an existing church – Living Word Community Church – which remains largely underutilized during the weekdays. The College and Church have a cooperative agreement which allows VMC to use the facilities, including seven classrooms (2,531 square feet), fellowship hall (1,525 square feet), sanctuary/auditorium (4,514 square feet), and a portion of the eight administrative offices (1,450 square feet). VMC has experience with this type of arrangement, having conducted its first several years of operation in a church facility in Tennessee.

The proposed facilities are in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health. In addition, the facilities accommodate the needs of individuals with disabilities. Visible Music College carries liability insurance and will also be named as “additionally insured” under the church’s insurance policy which includes blanket coverage for buildings and personal property (\$3.2 million) as well as general liability (\$3 million) and personal injury coverage (\$1 million).

As all the proposed academic programs rely heavily on technology, the College purchases laptops with the required software for all students. In addition, each classroom will have a media cart equipped with a short-throw video projector and speakers. Practice rooms will have a mixer crate with a 16-channel soundboard, XLR cables, pre-amp, speakers, microphones, music stands, and microphone stands.

Visible Music College will provide access to online resources through the library module of the institution’s college management system (Populi) where the Memphis-based Administrative Librarian will provide support for online resources and assist the Illinois-based librarian counterpart. VMC currently offers access to the following resources: JSTOR, PROQUEST, Grove music online, and Alexander Street Music Listening. Since the institution only offers three degree programs, the library collection will be modest, consisting only of resources directly related to the courses offered each year as the programs become established in Illinois. In the case that a library resource is needed in Illinois, the Administrative Librarian in Memphis will send the requested resource within two business days of receiving notice from the Illinois campus.

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 College has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the program. Faculty members charged with delivering undergraduate education are minimally educated at the master's level.

Fiscal/Personnel Resources

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

Plans for VMC's proposed branch site in Lansing, Illinois, are consistent with comparable programs offered by similar higher education institutions. The College has submitted fiscal plans indicating revenue will exceed operating expenditures in the second year of operation. As a 501c(3) organization, the College has cultivated a support system of individual donors and developed a fundraising plan that will continue to augment the overall budget, particularly in the area of student scholarship support. Efforts are also under way in the business development of auxiliary enterprises through music tours, music production, and music sales to bring additional income to the Chicago-area campus.

Accreditation/Licensure

Visible Music College plans to seek TRACS accreditation of the proposed, branch campus in Illinois upon Board approval of operating and degree-granting authority.

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 College policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information is also available on the College's website.

Staff Conclusion. The staff concludes that Visible Music College 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.

Chamberlain College of Nursing
1221 North Swift Road
Addison, Illinois 60101
President: Ms. Susan Groenwald

Proposed Program Title in Region of Authorization: Master of Science in Nursing, Family Nurse Practitioner Specialty Track, in the West Suburban Region

Projected Enrollments: Chamberlain College of Nursing projects enrollments of approximately 47 students in the first year rising to approximately 244 students by the fifth year.

Institutional Accreditation: Chamberlain College of Nursing is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, with its next renewal scheduled for 2015-2016.

Background and History

The Chamberlain College of Nursing (Chamberlain or the College) is a for-profit institution of post-secondary nursing education owned and operated by DeVry, Inc. What is now called the Chamberlain College of Nursing was founded in 1889 in St. Louis, Missouri, as the Deaconess College of Nursing; the institution was established in accordance with the tradition of the Deaconess Home and Hospital, originally founded in Europe in 1836. The Deaconess College of Nursing began training lay nurses (those not members of the Deaconess-Sisters order) in 1943 and first offered the Bachelor of Science in Nursing in 1983. The associate's degree program in nursing, training licensed practical nurses, produced its first graduating class in 1990. Deaconess added online nursing education in 2000. DeVry, Inc., purchased the Deaconess College of Nursing in 2005, and changed the name to Chamberlain College of Nursing. Since 2008, the College has been a multi-campus, distributed educational institution based in Addison, Illinois.

The current proposal is to add a fifth specialization, or track, to the College's Master of Science in Nursing (MSN), originally approved in 2009. The four current specialty tracks are Executive, Educator, Informatics, and Healthcare Policy, training the master's degree recipient, respectively, in nursing administration, nursing instruction, the computer-based handling of patient information in the nursing environment, and healthcare policy. The fifth specialty track, proposed here, is to provide advanced training in Family Nurse Practitioner (FNP), and permit the degree recipient to sit for one or more professional certification exams in this specialty. While the other specialty tracks could be added to the approved degree program as Reasonable and Moderate Extensions, it is necessary to secure Board approval for the FNP specialty track, as it is classified as a separate instructional program. Chamberlain is also authorized by the Illinois Board of Higher Education to offer the Doctor of Nursing Practice, a program which was approved in 2011.

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.

According to Chamberlain's application materials to establish this and other academic programs, the College's mission is to provide a "superior nursing education experience distinguished by academic excellence, innovation, integrity, and world-class service." The Family Nurse Practitioner Specialty Track proposed here, as an addition to the Master of Science in Nursing, sets for itself the program-specific objectives of cultivating in its degree recipients the ability to practice in a variety of healthcare environments, to engage in lifelong learning, to refine communication skills, critical thinking and judgment, to appreciate cultural diversity, to respect the holistic and spiritual nature of the individual, to develop a commitment to personal and professional growth, to enhance nursing care through evidence-based practice, and to engage in scholarship, public policy discussions, and professional collaboration. The proposed program track is consistent with the purpose, goals, objectives, and mission of the College, and the degree title requested, Master of Science in Nursing, Family Nurse Practitioner Specialty Track, is appropriate to the degree-program objectives and curriculum.

Curriculum/Assessment

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

Admission

For admission to the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, incoming students are required to hold a Bachelor of Science in Nursing from a recognized institution, a cumulative grade point average (GPA) of 3.0 on a 4.0 scale (or a cumulative GPA of 3.0 on a 4.0 scale derived from at least 12 semester hours of graduate-level coursework), a current, active Registered Nurse's license issued by a jurisdiction either within the U.S. or recognized by the National Council of State Boards of Nursing, and to exhibit sufficient proficiency in spoken and written English. Applicants must also be interviewed by a Chamberlain Admission Advisor.

Curriculum

Chamberlain's program leading to the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, consists of 45 semester credit hours of coursework. These 45 hours are distributed among 15 specific courses of three hours each, the lecture, discussion, and examination portions of which are delivered entirely online. Five are part of the core curriculum for all MSN tracks, and the remaining ten are those associated with the FNP specialization. One of the ten specialization courses, *Advanced Physical Assessment*, is a lab course, in which 0.5 credit hours of the three hours awarded are devoted to a faculty-led, weekend laboratory immersion experience on the College campus, with 25 clock hours of lab work for skills demonstration, practice, and evaluation. Five of these latter ten courses are practica, in which the normal online lecture, discussion, and assessment activities are supplemented by 125 clock hours, each, of supervised clinical work under the guidance of a preceptor (an advanced practitioner) chosen by the student in consultation with Chamberlain. The five practicum courses are *Differential Diagnosis and Primary Care*, *Primary Care of the Maturing and Aged Family*, *Primary Care of the Childbearing and Childrearing Family*, *Advanced Clinical Diagnosis and Practice Across the Lifespan*, and the APN (Advanced-Practice Nursing) *Capstone Practicum*. The student will travel to the Addison campus to complete the laboratory immersion experience, and Chamberlain faculty will teach, in person, that on-campus laboratory component.

In each of the practicum courses, the student attends online lectures and discussions, but carries out the clinical activities in a healthcare facility under the direct supervision of a physician, advanced-practice nurse (such as an FNP), therapist, or other healthcare practitioner of sufficient advanced training that the necessary clinical skills and practical knowledge specified by the course objectives are acquired. This supervising preceptor is chosen by the student according to guidelines issued by the MSN-FNP faculty and interviewed and approved by the course instructor; the instructor maintains close contact with both the student and the preceptor throughout the term, and monitors the student's development of the designated skills and knowledge through frequent conferences and the assessment of the student's written work. The diversity of these practicum courses might require a student to work with five different preceptors, but most clinics addressing the needs of significant patient populations will have no difficulty providing the appropriately qualified preceptor; because all students will already be licensed RNs, many will simply carry out their clinical tasks at their place of employment, where the appropriate preceptors will already be available.

The substance of the final practicum, the *APN Capstone* course, will be the integration of all advanced practice learning the student has mastered throughout the curriculum, with a clinical experience appropriate to a broadly trained family nurse practitioner, ready for certification and licensure. The clinical work will culminate in a record of patient care which demonstrates, to preceptor and faculty reviewers, the student's mastery of appropriately complex clinical-management skills. This capstone record will serve as a key component of the College's assessment of the program's effectiveness in bringing about student learning.

Assessment of Student Learning

The extent and quality of mastery by students of the subject matter presented in the Family Nurse Practitioner Specialty Track is assessed by a number of methods used to examine students' achievement of the specific nurse practitioner competencies set out for each course, whether lecture- and discussion-based, skills-validation laboratory, or practicum. These competencies are tested directly through traditional examinations and written projects and through assessments of the students' skills by their preceptors and supervising course faculty who have expertise in the subject areas. Additionally, the *APN-Capstone* experience is used as a gauge of whether the student has been able to integrate the separately cultivated competencies of other advanced coursework and practicum experiences into a clearly demonstrated ability to function as a family nurse practitioner appropriate for formal certification and licensure. Perceived deficiencies in any of the specific competencies are remedied immediately through additional guidance to the student from faculty and preceptor.

Student and preceptor satisfaction with the quality of instruction and task performance is assessed at the end of each term (as well as informally over the course of a practicum), and these subjective assessments are reviewed by program faculty and administrators. Perceived deficiencies deduced from these assessments are examined and appropriate remedies are devised by program personnel to make improvements in specific courses and practica, and, ultimately, the program curriculum itself, at the earliest reasonable opportunity. Graduation and successful-licensure rates are monitored annually and where specific deficiencies in student preparation for these two events can be identified, program personnel devise improvements to courses and program curriculum to remedy them. Similarly, employer satisfaction with MSN-FNP graduates, and the satisfaction of the graduates themselves, in the performance of their advanced-practice nursing duties, are assessed annually, and deficiencies which can be traced to specific course objectives are noted and used to make improvements to the appropriate courses.

Program Assessment

Changes to the program curriculum itself are driven by the results of student-learning assessments and consist primarily of modifications to the treatment of specific learning objectives within courses; these modifications are motivated by perceived deficiencies in attainment of appropriate advanced practice nursing skills by one or more students. Once the assessments of student learning have been studied and digested by program faculty and administrators, appropriate modifications to individual courses are devised and implemented; in cases where minor changes to individual courses may not be sufficient, the College will be prepared to restructure the program curriculum with course substitutions and redistribution of academic credit in ways which will provide significantly greater emphasis on the deficient areas. Additionally, the attainment and maintenance of specific program accreditation by the Commission on Collegiate Nursing Education will be a key tool for the assessment of the quality of the program overall. Assessment of the quality of the faculty teaching in the program will be carried out by monitoring their students' attainment of the required competencies associated with the courses those faculty teach, their students' ability to integrate their knowledge and skills into an appropriate performance in the capstone experience, and the faculty members' individual professional development, such as the attainment of advanced certifications, participation in research and service to their professions, and engagement with preceptors and administrators at practicum sites.

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.

Because support of the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, provided directly by Chamberlain takes place mainly online, the facilities at the Addison campus used by the program will be limited primarily to computer server and network bandwidth, of which the College has a great sufficiency. The current Doctor of Nursing Practice program offered by the Addison campus is conducted entirely online and uses the same computing facilities. Family Nurse Practitioner students will use the Addison campus once, during the onsite weekend laboratory intensive, when students and faculty will travel to the campus to engage in demonstration, practice, and evaluation of selected essential skills prior to beginning clinical coursework. The laboratory experience will take place in the Chamberlain *SimCare Center*™ facilities on the Addison campus. The *SimCare Center*™ facilities replicate hospital and clinical settings and are fully equipped with high-tech training equipment, including a high-fidelity human simulator and patient monitoring equipment, a birthing simulator and physical assessment exam tables. Faculty from their primary locations throughout the country and students from their chosen workplaces and homes will engage the online lecture, discussion and examination components of the coursework through Chamberlain's secure computing facilities via the Internet. The clinical portions of the practicum courses will take place at the sites chosen by the students and approved by Chamberlain faculty and administrators and the designated practicum course faculty will monitor the work of the students to ensure that the site facilities are sufficient to provide the ideal clinical experience. Chamberlain is prepared to provide a change of preceptor and clinical site where necessary but anticipates that such an event will be extremely unlikely, as the skill sets to be developed by students are well known and widely used in the field, and the qualifications of preceptor and site to serve in this capacity will be clearly demonstrated on the initial assessment. The College requires all students to have Internet access where they study and a modest collection of software used to deliver the more rarefied portions of the curriculum. Where a student wishes to use a computer owned by the student's place of

employment, the College provides guidance on what software and permission will be necessary for the student to be able to use the common machine.

The library facilities Chamberlain offers to support the Family Nurse Practitioner Specialty Track are primarily online, given that most new medical literature is published in electronic form, even where a paper copy is published alongside. The central library of the College's network of nursing campuses is located in St. Louis, Missouri, and each campus, including that in Addison, has a satellite library; all College libraries are staffed by professional librarians and freely send paper resources to one another as needed by students and faculty throughout the network. Those items not owned by any Chamberlain library will be procured as needed through interlibrary loan. On-site librarians are available in person and by phone and email six days a week; the chat-based online reference service is available seven days per week.

Chamberlain's system of libraries subscribes to 30 databases maintained online and provides access to students anywhere with Internet accessibility at all hours. The major databases represented are *CINAHL Plus* (full-text), *MedlinePlus* (full-text), *Psychology & Behavioral Sciences Collection*, *Sociological Collection*, *Alt (Alternative) HealthWatch*, *Health Business Elite* (full-text), *Business Source Premier*, and *SportDiscus*. The libraries hold a subscription to the *OVID* set of databases which includes a number of medically and scientifically related electronic journals, and to the electronic-book collection of the American Nurses Association and the medical publisher Lippincott Williams & Wilkins. Currently, the College subscribes to the Joanna Briggs Institute's online medical-library holdings at the University of Adelaide, Australia, access to which will soon be incorporated into the College's *OVID* subscription. The proposed budget for the College's library needs appears satisfactory for the program's anticipated acquisitions over the next five years. Beyond Chamberlain's immediate holdings, all students will also have access to the electronic and print resources of DeVry University's network of campuses and libraries, many of which are relevant to the medical and business aspects of advanced-practice nursing.

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 faculty Chamberlain has designated to deliver the coursework of the Family Nurse Practitioner Specialty Track possess the necessary academic credentials and an array of practical nursing and administrative experience to enable them to provide the quality of instruction appropriate to the program's objectives. All possess doctorates in relevant areas of nursing practice and many have served for a number of years in a variety of advanced-practice environments. The College plans to hire one or more faculty to deliver two specific courses in advanced medical subject areas, and has constructed an appropriate list of qualifications they will require of candidates applying for the positions.

Fiscal/Personnel Resources

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

The planning and budget information Chamberlain has submitted, describing the revenues and costs of delivering the Family Nurse Practitioner Specialty Track, indicates that tuition and fee revenues will exceed operating expenditures in the second and three subsequent years of the planning period addressed in the program proposal, after running a small deficit (less than ten percent of revenues) in the first year.

Accreditation/Licensure

Chamberlain will pursue accreditation for the Family Nurse Practitioner Specialty Track of its Master of Science in Nursing from the Higher Learning Commission of the North Central Association of Colleges and Schools, and will seek approval for the Family Nurse Practitioner Specialty Track from the Commission on Collegiate Nursing Education (CCNE) once the program enrolls students. The College's associate's degree in nursing is accredited by the National League for Nursing Accrediting Commission, and the BSN and MSN programs are currently accredited by CCNE.

On completion of the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, students will be prepared to sit for one or more of several certification exams which license family nurse practitioners in a number of states, including those of the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

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 admissions and program information submitted in Chamberlain's proposal to offer the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, included, and directed the staff to the relevant locations in the institution's course catalog for, information regarding the College's policies, fees, and related facts necessary to enable prospective students to make an informed decision to enroll in the program. This information is also available on the Chamberlain website.

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

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

Seeking Operating Authority: North Suburban Region

Projected Enrollment: Zarem/Golde projects an enrollment of 13 students the first year and 25 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) has reapplied for Operating Authority.

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 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 and 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

Once granted Board approval to operate in the North Suburban Region, Chicago ORT Technical Institute plans to immediately pursue authorization to grant the Associate in Applied Science in Accounting degree. Chicago ORT Technical Institute is aware that its degree programs must be approved in the North 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. Chicago ORT Technical Institute 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

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 Procedure 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 7 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. It is a 20 minute walk from the school or a four minute car trip. Public transportation is available as well as the school-owned van which can drop students at 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 will exceed projected operating expenditures beginning in the first 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 Chicago ORT Technical Institute'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 Chicago ORT Technical Institute 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.

DeVry University – Illinois, Keller Graduate School of Management
3005 Highland Parkway
Downers Grove, Illinois 60515
President: Mr. David J. Pauldine

Proposed Program Title in Region of Authorization: Master of Science in Accounting in the Chicago, South Metro, West Suburban, Fox Valley, and North Suburban Regions

Projected Enrollments: The Addison, Chicago, and Tinley Park campuses of DeVry University – Illinois, Keller Graduate School of Management, project enrollments of approximately six students in the first year, rising to approximately 30 students by the fifth year. The Elgin and Gurnee campuses project enrollments of from five to 28 students over the first five year period.

Institutional Accreditation: DeVry University – Illinois, Keller Graduate School of Management, is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, with its next renewal scheduled for 2012-2013.

Background and History

DeVry University – Illinois, Keller Graduate School of Management (DeVry/Keller or the University), is a for-profit institution of higher education owned and operated by DeVry, Inc. What has now become DeVry University was founded in 1931 by Dr. Herman DeVry as a Chicago-based technical training school for students in electronics, motion-picture technology, and radio. The Keller Graduate School of Management, providing DeVry University's post-

baccalaureate training in business, human resources, public administration, and other career-oriented fields, has offered graduate-level education for nearly 40 years. DeVry/Keller has ten campuses in the Chicago area, located in five higher-education Regions of the State of Illinois, and a large number of campuses in several states throughout the country. A significant fraction of DeVry/Keller's instruction is conducted online and at a distance and some of the University's programs are delivered entirely online.

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.

According to DeVry/Keller's application materials to establish this and other academic programs, the University's mission is "to foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts." The master's degree program in accounting proposed here sets for itself the program specific objectives of cultivating in its degree recipients the theoretical knowledge of accounting and practical skills to apply that knowledge in a variety of professional settings, to support recipients' preparation to gain professional licensure, to offer advanced knowledge to accountants already licensed in order to expand their career options, to prepare degree recipients to understand and analyze accounting regulations and standards, and to assist recipients in developing research skills appropriate to work in technical, taxation, and auditing areas. The proposed program is consistent with the purpose, goals, objectives, and mission of the University, and the degree title requested, Master of Science in Accounting, is appropriate to the degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Admission requirements for the Master of Science in Accounting as proposed by DeVry/Keller require incoming students to hold Certified Public Accountant (CPA) licensure, to have completed successfully all parts of the CPA examination, or to hold a bachelor's degree with specialization in accounting or finance from an institution of higher education accredited by an organization recognized by the University, whether in the United States or abroad. Admitted students must also possess satisfactory proficiency with regard to verbal and quantitative skills. Applicants whose undergraduate grade point averages are below 2.7 on a four-point scale are additionally required to present an acceptable score on the Graduate Management Admission Test or the Graduate Record Examination or else on DeVry/Keller's own entrance examination. Finally, applicants must also be interviewed by an admissions advisor. The decision to admit an applicant is based on prior scholarship, test performance, if appropriate, and the interview. Admitted students may transfer academic credit from other institutions toward their Keller degree, provided the transferred credits do not exceed six semester hours or its equivalent.

Curriculum

DeVry/Keller's program leading to the Master of Science in Accounting consists of 30 semester credit hours of coursework. Within these 30 hours is a core of 18 hours, emphasizing accounting principles and methods, current issues in accounting theory and practice, research methods, and a capstone experience integrating all major aspects of the core subjects. The remaining 12 hours are distributed evenly between a flexible group of "Focus" courses, chosen from advanced accounting or finance, and six hours of advanced electives of the student's choice. These last electives are typically advanced accounting courses but may also be drawn from finance, or, if appropriate, other areas related to accounting theory and practice. Through the Focus courses and electives, students tailor their degrees to the specialties they find most appropriate to their educational and professional goals.

Assessment of Student Learning

The extent and quality of mastery by students of the subject matter presented in the master's program is assessed by a number of methods used to examine students' written work, primarily the final report of the capstone project. This project is examined by faculty, deans, and outside evaluators, and each examiner provides a short assessment of the knowledge and skills evident in the authoring student as indicated by the project's quality. Subsequently, an independent subject-matter expert will be asked to review several students' capstone projects and provide a similar assessment with respect to the areas of knowledge and skills within that expert's specialty. Alumni will be interviewed in depth and asked to provide their impressions of the preparation they obtained in the master's program and how well their preparation assisted them in performing their accounting related professional duties. Each year, faculty and administrators will review course curricula and assessment instruments used to measure learning within each course and make necessary adjustments in order to emphasize topics seen as most crucial to students' successful mastery of course content. Finally, employers of Keller graduates will be surveyed annually for their appraisal of the effectiveness of the graduates' accounting education in preparing them to perform their assigned duties effectively. Faculty and deans will gather the information elicited in all of these assessment efforts and will use that information to make modifications, where needed and appropriate, to improve student learning further.

Program Assessment

Prior to each Fall semester, the dean of the College of Business and Management will compile all data generated in the closing year's assessment activities and will lead a thorough review intended to determine what program changes need to be made in maintaining the relevance and completeness of the curriculum. Faculty will lead the initiative to incorporate changes supported by the administration and incorporating the views of employers of recent graduates. Student outcomes demonstrating the strong and weak features of the curriculum will be a key source of data from which needed curricular changes will be deduced. Each faculty member's performance will also be evaluated annually as part of the system of program assessment, and this evaluation will be conducted by the chair or dean immediately responsible for the administration of the master's program. The evaluation will then be reviewed by the campus Dean of Academic Affairs, after whose assessment of the results the evaluation will be discussed with the faculty member reviewed.

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.

DeVry/Keller has provided sufficient space, equipment, computing and network facilities, and library resources to support the master's program in accounting at the appropriate level. The program will be conducted on five representative campuses within the Chicago metropolitan area: Addison, Chicago, Tinley Park, Gurnee, and Elgin. The first three of these campuses are large and independent entities supporting a complete complement of programs; the last two, Gurnee and Elgin, are smaller "centers" with somewhat more limited resources and program offerings. However, all five campuses possess the appropriate facilities to administer the master's program proposed here without hindrance.

The Addison campus, built in 1992, provides 16 classrooms in 12,600 square feet of space, seating a total of 710 students. Eleven laboratories are available at this facility, situated in 13,256 square feet of space and seat a total of 479 students. The library occupies 11,520 square feet of space and seats 210. The Chicago campus consists of two buildings, constructed in 1973 and 2000, and provides 17 classrooms in 18,103 square feet of space, seating a total of 712 students. Eleven laboratories are also available at this facility, situated in 25,478 square feet of space and seat a total of 464 students. The library occupies 7,038 square feet of space and seats 151. The Tinley Park campus, completed in 2000, provides 11 classrooms in 5,100 square feet of space, seating a total of 210 students. Thirteen laboratories are available at this facility, situated in 8,800 square feet of space, and seat a total of 257 students. The library occupies 3,700 square feet of space and seats 93. The Gurnee center, built in 2004, provides eight classrooms in 4,608 square feet of space, seating a total of 199 students. There are no laboratories or physical library facilities at this location. The Elgin center, built in 1999, provides five classrooms in 3,000 square feet of space, seating a total of 140 students. Two laboratories are available at this facility, situated in 1,500 square feet of space and seat a total of 40 students. No physical library facilities are available at this location. Both the Gurnee and Elgin centers do have dedicated information centers (computer labs) with access to the Internet and are used to provide a hands-on venue for software-related learning activities, as well as online access to electronic library resources.

The three campus libraries, Addison, Chicago, and Tinley Park, possess hard copy book collections of between 10,000 and 22,000 volumes each, of which approximately ten percent are devoted specifically to business and economics and thus will directly support the master's program in accounting. However, because printed-resource collections are migrating rapidly to online hosting, the total electronic-book collection of the DeVry/Keller library system, accessible to all students at all five campuses, approaches 110,000 volumes. Additionally, the electronic library resources available to students at all five campuses include access to approximately 60,000 journals, of which half or so provide the full text of articles directly. All resources not available at a particular campus, such as printed materials or journals to which the library does not subscribe, are made available to students where possible by intra- or interlibrary loan. Databases providing broad access to published journals, books, and other forms of research data in business, economics, and finance and accounting specifically, include the *EBSCO* and *ProQuest* families of journal and book collections, *Lexis/Nexis*, and the *Gale Virtual Reference Library*, as well as smaller and more focused databases such as *Faulkner FAACTs*, *IBIS World*, and *Plunkett Research Online*. Students have access to 30 professional librarians available to help students in person during business hours and during evenings and on weekends through the library's online-chat reference service.

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 faculty DeVry/Keller has designated to deliver the coursework of the master's program in accounting possess the necessary academic credentials and an array of practical business experience to enable them to provide the quality of instruction appropriate to the program's objectives. Nearly all are certified public accountants and many have served for a number of years as senior financial officers in a variety of corporate settings. All of the courses in the curriculum except for the capstone experience are already being taught by experienced and academically qualified faculty, and therefore DeVry/Keller does not anticipate a need to hire new faculty in the near future.

Fiscal/Personnel Resources

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

The planning and budget information DeVry/Keller has submitted, describing the revenues and costs of delivering the master's program in accounting, indicates that tuition and fee revenues will exceed operating expenditures in the first and all four subsequent years of the planning period addressed in the program proposal.

Accreditation/Licensure

DeVry/Keller is currently in the process of obtaining accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), one of the nationally recognized accrediting agencies for universities providing business related education. Once the University receives ACBSP accreditation, and the master's program in accounting has awarded a number of degrees, the program itself will be eligible to complete the ACBSP's requirements for specific program accreditation. Depending on the number of credit hours of accounting instruction a given student received as an undergraduate or in other accounting training prior to entering the DeVry/Keller master's program proposed here, a graduate of the proposed program will be eligible to sit for the CPA examination in Illinois. Several advanced electives offered as part of this program are designed to provide direct preparation to students to sit for and pass the CPA exam.

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 admissions and program information submitted in DeVry/Keller's proposal to offer the Master of Science in Accounting included, and directed the staff to the relevant locations in the institution's course catalog for, information regarding University policies, fees, and related facts necessary to enable prospective students to make an informed decision whether to enroll in the program. This information is also available on the DeVry/Keller website.

Staff Conclusion. The staff concludes that DeVry University – Illinois, Keller Graduate School of Management, 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.

ITT Technical Institute at Mount Prospect
1401 Feehanville Drive
Mount Prospect, Illinois 60056
Director: Dr. Kristine Ginley

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

Projected Enrollments: The Institute projects enrollments of 59 students in the first year leveling to 259 students by the fifth year.

Institutional Accreditation: ITT Technical Institute at Mount Prospect is accredited by the Accrediting Council of Independent Colleges and Schools.

Background and History

ITT Technical Institute (the Institute) is a private for-profit postsecondary institution with over 100 technical institutes operating in over 30 states. Four ITT Technical Institutes have been granted approval to operate and offer degrees in Illinois. The Mount Prospect Campus was approved in 1986.

ITT Technical Institute at Mount Prospect is seeking approval to offer the Associate in Applied Science in Nursing in the North Suburban Region. The Fall 2012 enrollment at the campus was 327 students.

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 ITT Technical Institute's mission of "Offering quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests, and abilities."

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 also must meet one of the following criteria: a minimum score of 17 on the American College Test (ACT), a score of 400 on both the critical reading and math portions of the Scholastic Aptitude Test (SAT), earn a college-level assessment score on the Wonderlic Scholastic Level Examination, or have earned 36 quarter or 24 semester hours with an overall cumulative grade point average of 2.0 at an accredited postsecondary educational institution. In addition, for admission to the Nursing program, the applicant must possess the necessary physical ability to perform the functions of a nurse and must obtain an overall cumulative average score of at least 70 percent on the following seven content sections of the Health Education Systems, Inc. Admission Assessment ("HESI A2") examination: math, reading comprehension, vocabulary, grammar, biology, anatomy and physiology, and chemistry.

Curriculum

The objective of the Associate in Applied Science in Nursing program is "to help graduates prepare to become licensed Registered Nurses." Students are required to complete 104 quarter hours of coursework, including 36 hours of general education coursework, 4.5 hours of technical basic coursework, and 63.5 hours of core coursework with 608 associated clinical/practicum hours. Core courses include: Nursing Roles I and II, Clinical Nursing Concepts and Techniques I and II, Medical Terminology/Dosage Calculations, Adult Nursing I and II, Pharmacology, Gerontological Nursing, Mental Health Nursing, Maternal Child Nursing, and a Nursing Capstone course.

Assessment of Student Learning

ITT Technical Institute has established policies for assessment of student learning outcomes. The Institute requires that objectives be identified for each class and that all course objectives be evaluated through a combination of tests, labs, projects, assignments, simulation scenarios, and clinical evaluations within the courses. The nursing program uses HESI exams (nursing program tests from Health Education Systems, Inc.) as course-level assessments as one means of assessing student learning. The HESI exams produce remediation plans customized to the student's weakness as exposed by the exam. On a quarterly basis all HESI scores are pulled and analyzed for all colleges in the ITT Technical Institute system. The colleges that have the best results are polled to determine if a best practice has been uncovered and if so, that practice is disseminated throughout the system. The current system is to provide remediation for students who test near passing and allow a retake following remediation. Students who test below a pre-established cut score retake the course on audit student status.

Program Assessment

ITT Technical Institute has established policies for program assessment. Performance-based course objectives are linked to program outcomes as part of the Nursing Program Systematic Evaluation Plan. The Program Chair and faculty will be engaged in continuous program and curriculum improvement under the Nursing Program Systematic Evaluation Plan.

Within the Nursing Faculty Organization, there will be a Curriculum Committee and an Admission, Progression, and Graduation Committee. Program assessment data and feedback are obtained from instructors, students, graduates, ITT/Educational Services, Inc. (ITT/ESI) Curriculum Committees, local Advisory Committees, employers of graduates, NCLEX-RN (National Council Licensure Examination) results and outside consultants hired by the corporate office. Student success rates are reviewed monthly by the Academic Affairs Department, the Operations Department, and the Curriculum Department.

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. Rededicated lab facilities have been identified that are satisfactory for the addition of the program at the Mount Prospect Campus. Necessary equipment and instructional materials have been identified and resources budgeted to meet these needs. The Clinical Nursing Skills Laboratory will be equipped with new furnishings, Vital-Sim® simulation mannequins, patient care technical equipment and clinical teaching supplies. In the second year of the program, additional budgeting is provided for simulation equipment to support the maternal-child and critical care courses, including the birthing simulation torso and monitoring equipment.

Library facilities are adequate for the proposed program. In addition to materials available onsite through the Learning Resource Center (LRC), ITT Technical Institute provides its students and faculty with library resources through the ITT Technical Institute Virtual Library. The Virtual Library currently provides access to approximately 46,000 online books, including 3,200 nursing texts, databases offering access to over 12,000 periodicals and professional journals, including the Cumulative Index to Nursing and Allied Health Literature (CINAHL), and data bank access to full-text articles. The ITT Technical Institute Illinois campuses are members of the statewide ILLINET/OCLC system of libraries providing ITT students access to the interlibrary loan services available through member libraries.

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.

ITT Technical Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the Institute. The Institute adheres to a faculty credential hiring requirement of a master's degree in the field of instruction for faculty teaching general education courses and at least a Master of Science in Nursing for faculty teaching nursing courses.

Fiscal/Personnel Resources

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

The Associate in Applied Science in Nursing is consistent with existing programs offered at the Institute. ITT Technical Institute has submitted fiscal plans indicating revenue will exceed operating expenditures in the second year of operation for the proposed degree program.

Accreditation/Licensure

ITT Technical Institute will apply for nursing accreditation through the National League for Nursing Accrediting Commission (NLNAC). Pending program approval by the Illinois Board of Nursing, graduates of the program will be eligible to take the NCLEX-RN (National Council Licensure Examination), which leads to licensure as a Registered Professional Nurse.

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

Staff Conclusion. The staff concludes that ITT Technical Institute and its proposed degree 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.

John Hancock University
111 North Canal Street, Suite 380
Chicago, Illinois 60606
President: Dr. Virginia Carlin

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

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Associate in Applied Science in Business Administration in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Associate in Applied Science in Paralegal Studies in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Arts in English in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of 15 students in the first year rising to a maximum of 86 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Arts in Interdisciplinary Studies in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of 20 students in the first year rising to a maximum of 114 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Arts in Political Science in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Science in Computer Science in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Science in Psychology in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Master of Arts in Criminal Justice in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Master of Arts in English in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Master of Science in Computer Science in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title in Region of Authorization: Master of Science in Human Resource Management in the West Suburban Region

Projected Enrollment: John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Institutional Accreditation: John Hancock University is accredited by the Distance Education and Training Council (DETC) through 2016.

Background and History

John Hancock University (the University or JHU) has its origins in Ellis University, which first opened on August 25, 2008. Ellis University was the successor of Ellis College, a branch campus of the New York Institute of Technology (NYIT). In 2008, Ellis College transitioned from a branch campus to a free-standing institution; as part of this process, Ellis University sought and was approved for operating and degree granting authority from the Illinois Board of Higher Education (IBHE), as an independent, not-for-profit institution of higher education. In 2012, Ellis University entered into an asset purchase agreement with Temania Group LP, a subsidiary of Eminata Group. This asset purchase agreement closed August 23, 2012. As a result of this agreement, Ellis University changed its name to John Hancock University and became a for-profit institution.

JHU was granted operating authority on September 25, 2012. At that time, most of the programs Ellis had been running were also approved for delivery by the University. With this item the remaining programs that had previously been approved under the University's former identity as well as additional programs are submitted for consideration for approval. The University does not have immediate plans for expansion of programs after these items are considered.

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 John Hancock University's mission of being "an online institution, with a learning-centered focus, serving a diverse population of working adults." John Hancock University considers three concepts to be of paramount importance as it works to fulfill its mission. *Access*, understood both through the convenience and flexibility that online professional learning can provide to working adults and as a necessary condition of higher education to meet the needs of an increasingly diverse student body in a dynamic global economy; *Academic quality and engagement*, achieved through a commitment to providing relevant and high quality curriculum and programs via a process of engagement between faculty

and students that facilitates the growth, development, and empowerment of learners as they acquire knowledge, skills, and insights; and *Education as supporting agility and adaptability*, articulated through a belief that high-quality education provides knowledge, skills, and insights that promote agility and adaptability in a changing environment.

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 undergraduate programs must show completion of a high school diploma or its equivalent and meet one of the following criteria: good academic standing and completion of at least 12 semester credits from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation; an active military or honorably discharged veteran; an individual over the age of 23. Students who have completed a high school diploma or its equivalent but have not successfully completed 12 hours of college level work and do not meet the age or military service criteria can complete the necessary credit hours as a student at large. Upon successfully earning 12 credit hours, these students can apply for regular degree-seeking status.

Applicants to graduate programs must show completion of a bachelor's degree from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation. In addition, a score of 79 on the IBT TOEFL is required for international applicants who graduated from a secondary school in which English was not the primary language of instruction.

Curricula

Associate in Applied Science in Accounting

The Associate in Applied Science in Accounting degree program requires students to complete 69 semester credit hours, including 24 hours of general education courses, 33 hours of core courses, and 12 hours in a specific concentration. This degree program is designed to prepare students for careers in the managerial accounting, business analysis, and related professions. Upon completion, graduates will be able to demonstrate: an understanding of the fundamental concepts, principles, and practices common to accounting; an awareness of and commitment to professional and ethical business practices; and effective written and oral business communication skills.

Associate in Applied Science in Business Administration

The Associate in Applied Science in Business Administration degree program requires students to complete 69 semester credit hours, including 24 hours of general education courses, 33 hours of core courses, and 12 hours in a finance, general management, or marketing concentration. Upon completion, graduates will be able to demonstrate: an understanding of the fundamental concepts, principles, and practices common to business administration; an awareness of and commitment to professional and ethical business practices; and effective written and oral business communication skills.

Associate in Applied Science in Paralegal Studies

The Associate in Applied Science in Paralegal degree program requires students to complete 60 semester credit hours, including 24 hours of general education courses, 27 hours of core courses, and nine hours of paralegal electives. Upon completion, graduates will be able to: prepare and carry out a legal research plan; understand the legal process and the nature of law practice; and communicate complex legal matters in understandable and concise terms.

Bachelor of Arts in English

The Bachelor of Arts in English degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 15 hours of English Literature core courses, 15 hours in a specific concentration, and 49 hours of general electives. Upon completion, graduates will be able to: clearly, effectively, and convincingly engage in scholarly discussion and professional communication; critically evaluate human experience and artistic achievement through analysis and research; and apply in professional and personal contexts a nuanced understanding of ethical and social responsibility.

Bachelor of Arts in Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 40 hours of core courses, and 39 hours in a specific concentration. This degree program is designed to prepare students for a wide variety of careers by providing a broadly focused degree that develops competencies in several disciplines, and prepares graduates for the modern workplace. Enrollment in the Interdisciplinary Studies degree program offers students the opportunity to organize a degree program to suit their individual career and academic goals. This program is comprised of several elements. JHU's required core curriculum is designed to provide students with communication skills and knowledge essential to job success as well as the broad perspective of history, science, philosophy and social science. In addition to the core curriculum, each student selects three subject areas of concentration from the following options: Behavioral Science; Business; Communication Arts; Computer Science; Early Childhood Education; English; Hospitality Management; Humanities; Labor Relations; Math/Physics; Social Sciences; Technical Writing; and Technology, taking at least 12 credits in each area. An additional 18 elective credits may be taken in one of these areas of concentration, and an additional six elective credits must be taken in each of the other two areas. The remaining elective credits are chosen to complement the student's individual degree plan. Finally, students complete the Capstone Seminar, a final synthesis course.

Bachelor of Arts in Political Science

The Bachelor of Arts in Political Science degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 24 hours of core courses, 15 hours of Political Science electives, 18 hours in a Criminal Justice, Paralegal, Psychology, or Sociology minor, and 22 hours of other general electives. Upon completion, graduates will be able to: analyze political institutions; assess the political behavior of individuals and groups; recommend policies and practices to address issues confronting political institutions and constituencies; and apply legal and ethical standards in political decision making and the formation and execution of public policy.

Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 58 hours of core courses, 12 hours in either an Internet Engineering or Distributed Database System concentration, six hours of computer science electives, and three hours of general electives. Upon completion, students will be able to: demonstrate a working knowledge of theory and design of lower-level languages and applications in design development of systems software; demonstrate functional understanding of challenges associated with contemporary theory and design of assemblers, compilers, and operating systems; and produce work that reflects proficiency in fundamental concepts, terms, and procedures in computer science operations and problem solving.

Bachelor of Science in Psychology

The Bachelor of Science in Psychology degree program requires students to complete 125 semester credit hours, including 42 hours of general education courses, 38 hours of core courses, 18 hours in a concentration, and 27 hours of general electives. This degree program is designed to prepare students for a wide variety of careers in clinical, social, educational, industrial, and law enforcement environments. In addition to a broad range of elective courses across diverse topics, students choose either a major area of concentration in criminal justice or sociology, or a minor in sociology, criminal justice, paralegal studies or political science.

Master of Arts in Criminal Justice

The Master of Arts in Criminal Justice degree program has two pathways to degree completion, a thesis and non-thesis option. In the thesis option, students complete 30 semester credit hours of core courses, three additional hours of criminal justice electives, and a formal research project. In the non-thesis option, students complete 24 semester credit hours of core courses, 15 hours of criminal justice electives, and a comprehensive written examination covering the core curriculum. Upon completion, students will be able to: Assess the rational cogency, empirical adequacy, and professional relevance of classical, positivist, and critical criminological theories; apply theoretical insights into the nature of crime to new policy proposals and new academic research questions; evaluate and apply current qualitative and quantitative research on current issues in criminal justice and criminology; apply data collection and data analysis processes to projects related to the fields of criminal justice and criminology; evaluate and integrate knowledge of correctional thought, theory, practice, policy, and administration in past and present correctional settings; identify and discuss the historical development, theoretical framework, and professional practices in the field, inclusive of issues pertaining to police organization, discretionary authority, and the influences of the police subculture; apply knowledge of the foundational tenets of criminal law, criminal procedure, and Constitutional issues germane to the field of criminal justice; and identify and discuss various political, social, and economic conditions which are global in nature and which give rise to transnational crime and other justice issues which affect criminal justice agencies here in the United States and around the world.

Master of Arts in English

The Master of Arts in English degree program has two pathways to degree completion, a thesis and non-thesis option. In the thesis option, students complete 30 semester credit hours, including 15 hours of core courses, and 15 hours of additional graduate level coursework. In

the non-thesis option, students complete 12 hours of core courses, and 24 hours of additional graduate level coursework. Both tracks require the successful completion of the Master's exam before graduation. Upon completion, students will be able to: demonstrate a thorough knowledge of influential authors and works in the history and development of English literature as well as recent contributions to literature in English; examine interdisciplinary connections between literature and fields such as history, religion, science, psychology, and cultural studies; and produce original and persuasive arguments and interpretations supported by theory and research and positioned within current literary discourse.

Master of Science in Computer Science

The Master of Science in Computer Science degree program requires students to complete 27 semester credit hours, including 18 hours of core courses, and nine hours of computer science electives. Upon completion, students will be able to demonstrate: a functional knowledge of theory and design of high-level languages and applications in design and development of systems software; skill in conceptualization, organization, and development of algorithms, data organization and process optimization; mastery of fundamental concepts, terms, and procedures in computer science operations and problem-solving; a thorough understanding of the major challenges associated with contemporary theory and design of assemblers, compilers and operating systems; and requisite technical and in-depth knowledge, skills and capabilities related to the architecture and operation of a variety of computer systems including microprocessors and large-scale computer systems.

Master of Science in Human Resource Management

The Master of Science in Human Resource Management degree program requires students to complete 39 semester credit hours, including 24 hours of core courses, and 15 hours in a Labor Relations or Human Resource Management specialization. Upon completion, students will be able to demonstrate: a functional knowledge of organizational behavior and human resources management; skill in conceptualization, organization, and development of human resource information systems; mastery of fundamental concepts, terms, and applications of labor economics and industrial relations systems; a thorough understanding of the major challenges associated with contemporary employment law and collective bargaining processes; and requisite knowledge, skills, and capabilities related to research methodology and cost, benefit, and impact analyses relevant to human resource management. This degree program is designed to provide advance study to students who need professional competence in these areas.

Assessment of Student Learning

John Hancock University 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, 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

John Hancock University employs a curriculum-embedded institutional assessment scheme, which is intended to satisfy contemporary trends toward comprehensive assessment and provide a functional feedback loop for academic decision makers. This systematic program assessment is designed to ensure continuous quality improvement of student learning and the improvement of contexts in which that learning occurs. The main foci of this comprehensive assessment scheme is the direct assessment of student learning and indirect measures of institutional effectiveness such as end-of-term student surveys, faculty surveys, alumni and employer surveys, and archival data such as persistence and graduation rates. To evaluate the efficacy of courses, John Hancock University employs the Outcomes and Assessment System (OASIS). OASIS involves the pre-selection of one assignment from each course for separate assessment. The selected assignment provides the best opportunity in a specific course for students to demonstrate their achievement of related program outcomes. Student performance on each selected assignment is assessed against program outcomes using a rubric developed specifically to evaluate performance. OASIS houses the collection of assessed student assignments as well as faculty feedback on the assignments. This data is then aggregated to provide a measure of how well the course is aiding students in meeting the learning outcomes. In addition, John Hancock University maintains an ongoing course revision schedule to ensure that course content is current and that the most effective pedagogical and technological approaches are being employed. Each year, faculty review assessment and feedback data from various constituent groups (students, faculty, practitioners, and employers) to make course and/or curricular adjustments and improvements, which are documented in the Annual Academic Program Review.

Facilities (space, equipment, instructional materials)

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

All John Hancock University courses are offered only in online (web-based) instruction, and do not provide instructional equipment or materials for students, outside of identified textbooks, electronic library access, and network access. Students must have a computer and sufficient Internet connection in order to take John Hancock University courses. Computer and technical requirements for students are printed in the University's catalog. The John Hancock University website also includes this information, as well as a technical setup process to ensure that students' computers can access the latest features of JHU courses. Admissions representatives and academic advisors also assist students with this process.

John Hancock University contracts with Genius SIS for its student information system and Comcourse for its learning management system, and together they constitute the technology platform that supports John Hancock courses and the overall student environment. In addition to supporting registration and courses, the University's virtual campus environment supports student life programs, resources, and services to increase community building among John Hancock students, faculty and alumni. The parameters and benchmarks of John Hancock University's learning platform features flow from our belief that learning is an active, socially-driven process and reflects our commitment to designing and organizing the educational experience around the student.

In support of its degree programs, the University requires library resources to support program offerings in the Colleges of Education, Behavioral Sciences, Arts and Sciences, and

Business. Since the change of ownership to Temania LP, John Hancock University has been providing increased library support for its students by combining its resources with University Canada West (UCW). UCW has its own budget for library expenditures in addition to John Hancock University's expenditures. During the 2010/2011 budget year, UCW invested more than \$75,000 in library holdings, including subscriptions and print and multimedia acquisitions. John Hancock University has budgeted \$115,000 per year for each full year through 2016, including a new hire in July 2012 dedicated to the John Hancock University library.

Students can access the library from any page of the learning management system by clicking on a link on the task bar. The UCW Library provides students access to research material in subject areas such as biology, business, commerce, communications, economics, education, geography, language, literature, and linguistics, marketing, mathematics, philosophy, psychology, religion, science, and sociology. As a part of its End of Course Faculty Survey, John Hancock University asks faculty to evaluate learning resources, including library holdings, for its courses to ensure that sufficient resources are available to support student learning. Library resources are also considered in quarterly program evaluations and the university process for developing new academic programs. The University plans its acquisitions based on these evaluations.

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.

John Hancock University has identified 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. John Hancock University will be hiring additional full-time faculty as the institution's enrollment grows, and expects to hire terminally-degreed academics who have demonstrated excellent teaching skills, mastery of online pedagogy, and comprehensive knowledge of the course materials they will be assigned to teach. In addition to those selection criteria, applicants for these positions will also be selected on the basis of their willingness and capacity to participate in a learning community, to engage in learning through discipline-based and pedagogical study, and to engage in discipline-based scholarship or the scholarship of teaching and learning. Finally, John Hancock University expects to hire academics that have no less than five years successful experience teaching online.

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.

John Hancock University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures within four years of operations for the proposed degree programs.

Accreditation/Licensure

Associate in Applied Science in Accounting

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

Associate in Applied Science in Business Administration

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

Associate in Applied Science in Paralegal Studies

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

Bachelor of Arts in English

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

Bachelor of Arts in Interdisciplinary Studies

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

Bachelor of Arts in Political Science

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

Bachelor of Science in Computer Science

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

Bachelor of Science in Psychology

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

Master of Arts in Criminal Justice

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

Master of Arts in English

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

Master of Science in Computer Science

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

Master of Science in Human Resource Management

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.

John Hancock University's catalog provides 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 University. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

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

Vatterott College – Fairview Heights Campus
110 Commerce Lane
Fairview Heights, Illinois 62208
Chief Executive Officer: Ms. Pamela Bell

Proposed Program Title: Associate in Applied Science in Alcohol Abuse Counselor in the Southwestern Region

Projected Enrollments: Vatterott College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 34 students by its fifth year.

Proposed Program Title: Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology in the Southwestern Region

Projected Enrollments: Vatterott College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 34 students by its fifth year.

Proposed Program Title: Associate in Applied Science in Medical Assistant with Office Management in the Southwestern Region

Projected Enrollments: Vatterott College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 34 students by its fifth year.

Proposed Program Title: Associate in Applied Science in Pharmacy Technician in the Southwestern Region

Projected Enrollments: Vatterott College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 34 students by its fifth year.

Proposed Program Title: Associate in Applied Science in Veterinary Technician in the Southwestern Region

Projected Enrollments: Vatterott College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 34 students by its fifth year.

Institutional Accreditation: Vatterott College – Fairview Heights campus is accredited by the Accrediting Commission of Career Schools and Colleges. Its accreditation has been renewed until October 2016.

Background and History

Vatterott College (the College) was established in 1969 in St. Louis, Missouri. With over 30 years' experience and 25 campuses across the United States, the College prepares students to meet the market demand for technical employees. Originally named Urban Technical Centers, Inc., it has subsequently done business as both Vatterott & Sullivan Educational Center and Vatterott Educational Centers, Inc. IBHE granted Vatterott College authority to operate as an independent degree-granting postsecondary institution in the Southwestern Region on June 5, 2012. Vatterott College – Fairview Heights is now seeking authorization to offer degree programs in the Southwestern 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.

Vatterott College is in the primarily associate granting, open admission comparison group in Illinois. Cohort is based on those seeking an associate's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
59.7%	30.1%	24.3%	7/59
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
47.3	29.0	25.9	7/59

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.

These degree proposals are consistent with the Vatterott College – Fairview Heights’ mission “to provide graduates with quality, career training in high-demand fields”. The programs are designed to provide the basic skills and understanding of common techniques and procedures required for employability. By considering both industry requirements and student needs, the College offers programs that fit into students’ life-styles and allow them to achieve a better life.

Curriculum/Assessment

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

Admission

All applicants are required to complete a personal interview with an education coordinator. Parents and/or significant others are encouraged to attend. Applicants must have a minimum of a high school diploma or General Education Diploma (GED). In addition, the following items must be completed at the time of registration: an application for admission, a completed enrollment agreement (if applicant is under 18 years of age, it must also be signed by parent or guardian), and a request for high school or GED transcript (and college transcripts, where applicable). Applicants with home school diplomas are required to present evidence to validate the credential. In the event the home school diploma cannot be verified by a state authority, the applicant is required to complete the GED and provide transcripts. Students may be granted provisional acceptance pending the receipt of an official high school or GED transcript. All transcripts will be verified by the campus registrar according to predetermined verification standards.

Curricula

Associate in Applied Science in Alcohol Abuse Counselor

The Associate in Applied Science in Alcohol Abuse Counselor degree program requires students to complete 105.5 quarter hours, including 22.5 quarter hours of general education courses, and 83 quarter hours of core courses. This program provides students with the knowledge and skills necessary for entry-level positions as an alcohol abuse counselor in the behavioral health field.

Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology

The Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology degree program requires students to complete 95.5 quarter hours, including 22.5 quarter hours of general education courses, and 73 quarter hours of core courses. This program is designed to provide students with the theory and working knowledge of heating, air conditioning,

refrigeration, high pressure steam, energy management, and commercial environmental systems so that they may secure a position in the industry as a maintenance or service technician.

Associate in Applied Science in Medical Assistant with Office Management

The Associate in Applied Science in Medical Assistant with Office Management degree program requires students to complete 102 quarter hours, including 22.5 quarter hours of general education courses, and 79.5 quarter hours of core courses. This program is designed to enhance students medical knowledge and provide the student with the skills necessary for entry-level management positions in the medical assistant field.

Associate in Applied Science in Pharmacy Technician

The Associate in Applied Science in Pharmacy Technician degree program requires students to complete 110.5 quarter hours, including 22.5 quarter hours of general education courses, and 88 quarter hours of core courses. This program will enhance students pharmacy knowledge and allow them to gain advanced pharmaceutical skills. Students will engage in a high level of hands-on IV preparation technique and obtain an understanding and appreciation for pharmacy tasks performed by pharmacy technicians. This program will prepare students for the National Pharmacy Technician Certification Exam.

Associate in Applied Science in Veterinary Technician

The Associate in Applied Science in Veterinary Technician degree program requires students to complete 118 quarter hours, including 22.5 quarter hours of general education and 95.5 quarter hours of core courses. This program is designed to provide students with the knowledge and skills necessary for an entry-level position as a veterinary technician in veterinary clinics, hospitals, or research facilities. Graduates will possess skills in the handling and restraint of animal patients, nursing care, veterinary office procedures, sterilization, radiology, pharmacology, hematology, blood chemistry, parasitology, microbiology procedures, anesthesia, and surgical assistance. Students will also have a basic understanding of anatomy, physiology, disease processes, veterinary laboratory procedures, and sterile surgical techniques.

Assessment of Student Learning

Vatterott College – Fairview Heights Campus has established policies for assessment of student learning outcomes. 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, 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. Instructors play the most important role in the objective evaluation of student progress and achievement. Instructors can take into account the amount of student participation in day-to-day classroom lectures when calculating overall grades. Instructor observations in the laboratory setting determine how well the student has grasped the theory and practical applications of the material. In addition, instructors are the first to monitor trends in student attendance and are able to determine when a specific student's attendance pattern could be detrimental to their training. At any time during the training cycle, instructors can bring any perceived student deficiencies to the attention of the Program Director or Director of Education in order for a plan of action to be developed to improve the student's progress and achievement.

Program Assessment

The College has established policies for its program assessment and review. To ensure student learning outcomes reflect the necessary occupational and academic knowledge, skills and competencies, the College holds two to four meetings per year with the Program Advisory Committee (PAC). These PAC members are professionals in the field who are currently working and hiring employees in that field. Their feedback for program objectives is reviewed and commented upon at the institutional level. A curriculum committee then reviews each program to ensure student learning outcomes reflect the necessary occupational and academic knowledge, skills, and competencies for each course.

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 facilities at 110 Commerce Lane, Fairview Heights, Illinois, occupy 47,000 square feet in a one-story building that houses labs and classrooms, having just completed a 22,000 square foot addition to house the planned degree approved programs. In addition, the main offices, admissions department, financial aid offices, and career services offices can be found at this location. The expanded space includes space for the proposed degree areas for the College. The facility is in compliance with all applicable laws and has procured the proper licensing. All classrooms will have a computer, projector and whiteboard for faculty to use in presenting course material. The specific technology, equipment, and instructional materials will depend on each program. Currently, the Learning Resource Center at the College houses over 450 library books, DVDs, and other materials for student usage. These library resources will be expanded to accommodate the new programs added at the campus. In addition, students have access to an electronic library system to support the programs and students of the institution. The electronic library system provides online reference databases accessible 24 hours a day via the Internet. The virtual library provides the student access to textbooks, periodicals, white papers, research journals, electronic resources, and resource materials that the students will use to complete their area of study. The Learning Resource System (LRS) includes all materials and equipment necessary to support a student's educational experience and enhance the College educational programs. This system includes libraries, texts, electronic resources, learning resource laboratories and centers, library consortia and interlibrary loan agreements, computers, Internet accessible research databases, and other similar resources and equipment. Moreover, all necessary resources are readily available to every student attending this school during class periods as well as outside regularly scheduled class times. The LRS contains the necessary materials, in sufficient quantity and scope, to adequately support the level of education and training provided in each diploma and degree program offered on this campus.

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 College has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, in order to provide instruction at the College. The College plans to follow the policy that faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, a bachelor's degree

in the field of instruction; provided, however, that in instances where after reasonable effort the College is unable to identify and retain faculty satisfying this requirement, the College may employ faculty to provide technical or career coursework at the associate degree level who possess training in the occupational field that is equivalent to a bachelor's degree in the field of instruction. What constitutes equivalent training will be determined on a case-by-case basis, and will be informed by any applicable guidance received from the Illinois Board of Higher Education and the College's accrediting agency, the Accrediting Commission for Career Colleges and Schools. In all instances where practitioners in the occupational field typically hold a recognized industry certification, any faculty hired on the basis of equivalent training must possess such certification in addition to an associate degree and a minimum of three years experience practicing in the field. In all instances involving a determination to hire a faculty member based on equivalent training, the College shall retain on-site documentation substantiating its determination, which shall be available for review by its regulators.

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.

Vatterott College – Fairview Heights campus has submitted financial projections 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 Alcohol Abuse Counselor

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

Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology

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

Associate in Applied Science in Medical Assistant with Office Management

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

Associate in Applied Science in Pharmacy Technician

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

Associate in Applied Science in Veterinary Technician

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.

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

Staff Conclusion. The staff concludes that Vatterott College – Fairview Heights Campus 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 Arts in International Business and Economics and the Bachelor of Business Administration in Accounting in the Central 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 Hannibal-LaGrange University the Certificate of Approval and Authorization to Operate in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Lindenwood University – Belleville Authorization to Grant the Bachelor of Science in Information Technology, the Master of Arts in Gerontology and the Master of Science in Administration in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Visible Music College the Certificate of Approval and Authorization to Operate in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the Chamberlain College of Nursing Authorization to Grant the Master of Science in Nursing, Family Nurse Practitioner Specialty Track, 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 Chicago ORT Technical Institute, doing business as Zarem/Golde ORT Technical Institute the Certificate of Approval and Authorization to Operate in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to DeVry University – Illinois, Keller Graduate School of Management Authorization to Grant the Master of Science in Accounting in the Chicago, South Metro, West Suburban, Fox Valley, and North Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to ITT Technical Institute of Mount Prospect Authorization to Grant the Associate in Applied Science in Nursing 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 John Hancock University Authorization to Grant the Associate in Applied Science in Accounting, the Associate in Applied Science in Business Administration, the Associate in Applied Science in Paralegal Studies, the Bachelor of Arts in English, the Bachelor of Arts in Interdisciplinary Studies, the Bachelor of Arts in Political Science, the Bachelor of Science in Computer Science, the Bachelor of Science in Psychology, the Master of Arts in Criminal Justice, the Master of Arts in English, the Master of Science in Computer Science, and the Master of Science in Human Resource Management in the West Suburban Region subject to the institution's implementation and maintenance of 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 Vatterott College – Fairview Heights Campus Authorization to Grant the Associate in Applied Science in Alcohol Abuse Counselor, the Associate in Applied Science in Heating, Air Conditioning and Refrigeration Technology, the Associate in Applied Science in Medical Assistant with Office Management, the Associate in Applied Science in Pharmacy Technician, and the Associate in Applied Science in Veterinary Technician in the Southwestern Region subject to the institution's implementation and maintenance of conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

