

AUGUST 5, 2014

**SEE NOTATION
BESIDE EACH
PROGRAM
LISTED BELOW**

Item #V-11
August 5, 2014

**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

Lindenwood University – Belleville

- Bachelor of Arts in Educational Studies in the Southwestern Region – **APPROVED**
- Bachelor of Arts in English with Secondary Education Certification in the Southwestern Region – **NOT APPROVED. Board requested further program review and will present for vote at a future meeting.**
- Master of Arts in Counseling with an Emphasis in School Counseling in the Southwestern Region – **APPROVED**
- Educational Specialist in Educational Administration in the Southwestern Region – **APPROVED**

Robert Morris University – Illinois

- Bachelor of Science in Nursing in the Chicago Region – **APPROVED**

Rosalind Franklin University of Medicine and Science

- Doctor of Nurse Anesthesia Practice in the North Suburban Region – **APPROVED**

Visible Music College

- Bachelor of Ministry in Modern Music Ministry in the South Metro Region – **APPROVED**
- Bachelor of Ministry in Music Business Ministry in the South Metro Region – **APPROVED**

- Bachelor of Ministry in Music Production Ministry in the South Metro Region – **APPROVED**

For Profit:

Strayer University

- Associate in Arts in Information Technology in the Fox Valley and North Suburban Regions – **APPROVED**
- Bachelor of Science in Information Technology in the Fox Valley and North Suburban Regions – **APPROVED**

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 five institutions.

Lindenwood University – Belleville
2600 West Main Street
Belleville, Illinois 62226-6651
President: Dr. James D. Evans

Proposed Program Title in Region of Authorization: Bachelor of Arts in Educational Studies in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program to grow from 15 students in the first year to 25 in the fifth year. The University projects 15 degrees in the fifth year of this program.

Proposed Program Title in Region of Authorization: Bachelor of Arts in English with Secondary Education Certification in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program to grow from 12 students in the first year to 35 in the fifth year. The University projects 25 degrees in the fifth year of this program.

Proposed Program Title in Region of Authorization: Master of Arts in Counseling with an Emphasis in School Counseling in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program to grow from 30 students in the first year to 60 in the fifth year. The University projects 50 degrees in the fifth year of this program.

Proposed Program Title in Region of Authorization: Educational Specialist in Educational Administration in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program to grow from 20 students in the first year to 35 in the fifth year. The University projects 20 degrees in the fifth year of this program.

Institutional Accreditation: Lindenwood University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2011, the Commission granted Lindenwood University – Belleville status as a full-service campus as a part of the main campus in St. Charles, Missouri.

Background and History

Lindenwood University – Belleville Campus (the University) was established in 2003 as an extension location of the main campus originally founded in St. Charles, Missouri. Lindenwood University – Belleville is one of 12 university sites offering baccalaureate and master's degree programs. In 2001, Lindenwood University leaders and business leaders in Belleville, Illinois, collaborated to establish an extension at the facilities that previously housed Belleville West High School. The University now offers 34 degree programs in Belleville consisting of 24 bachelor's and ten master's programs. They include education, health and human resource management, business administration, humanities, sciences, and counseling. Together, these programs enroll over 1,500 students. The existing and proposed degree programs are modeled after the same programs at the main campus in St. Charles, Missouri.

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 goals and objectives of the proposed degree programs are consistent with what the degree program titles imply. 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.” In addition, the University is committed to eight principal values, including: offering liberal arts curricula as well as professional and pre-professional degree programs, supporting academic freedom and unrestricted search for truth, promoting ethical lifestyles, and furthering lifelong learning.

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 one of the proposed bachelor’s programs is predicated on an applicant’s submission of the following: evidence of a high school diploma or a functional equivalent such as a General Education Development (GED) certificate; ACT or SAT scores; the University application; and a written, personal statement. Provisional admission to the University may be granted by the Dean of Admissions on the basis of evidence of high school transcripts, ACT/SAT scores, GED, and/or other university transcripts. Transfer students are admitted as juniors after they have successfully completed a two-year program at accredited community colleges or their equivalent and submitted official transcripts.

Applicants to graduate programs must complete an application, submit a current resume, and provide evidence of completion of a bachelor’s degree from an accredited college or university. Transcripts showing an undergraduate grade point average (GPA) of 3.0 or higher on a 4.0 scale must be submitted. Applicants with less than a 3.0 GPA may be considered if they meet additional requirements set forth by the division. Those candidates applying for admission to the Education Specialist program must also hold a valid teaching certificate.

Students may transfer up to nine credit hours of graduate coursework from another accredited college or university if the grade received in each course was an “A” or “B” and the course is equivalent to the course offered at Lindenwood University. The student is responsible for providing course descriptions and syllabi that demonstrate the content of the course. No graduate credits are offered for life experience or proficiency examination.

Curricula

Bachelor of Arts in Educational Studies

The Bachelor of Arts (B.A.) in Educational Studies degree is designed for those students who want to work in an educational field that does not require certification. Candidates must meet the admissions criteria and complete the same requirements as those admitted to the teacher education program with the exception of student teaching and passage of the state-mandated exit assessment. The proposed program is 128 semester hours including 54 hours of general education courses and 74 hours of core and educational foundation courses. Examples of courses for the educational foundation include the Psychology of Teaching and Learning; Education of the Exceptional Child; and Health, Nutrition, and Safety. This university degree does not lead to Illinois state licensure.

Bachelor of Arts in English with Secondary Education Certification

The B.A. in English with a Secondary Education Certification has a curriculum of 128 semester hours consisting of 51 hours of general education courses, 45 hours of literature requirements, and 32 hours of education courses. The literature component of the curriculum has eight required core courses selected from groups of courses in Medieval British Literature, Early Modern British English, British Prose, American Literature, and Modern Literature. To meet Missouri educator certification requirements, a student must successfully complete student teaching and any required state assessments. This university degree does not lead to Illinois state licensure.

Master of Arts in Counseling with an Emphasis in School Counseling

The Master of Arts in Counseling with an emphasis in School Counseling program is 48 semester hours inclusive of core courses, electives, and field experiences. The required core courses in the program include: Foundations of School Counseling; Ethics and Professional Issues; Principles of School Counseling; Adjustment and Learning Issues in Children and Adolescents; Research Methods and Program Evaluation; Theories of Counseling Children and Adolescents; Group Dynamics, Process, and Counseling; Family and School Counseling; Appraisal of the Individual; Personality Theories and Psychopathology; and Introduction to Substance Abuse Counseling. Candidates must complete a minimum of 700 hours of field placement experiences under the supervision of certified school counselors at internship sites. In addition, candidates seeking Missouri certification must pass any required state assessments and complete a standards-based portfolio. This university degree does not lead to Illinois state licensure.

Educational Specialist in Educational Administration

The Educational Specialist in Educational Administration program consists of 28 to 30 semester hours beyond the master's degree in educational administration. Courses that support this postgraduate program include: Instructional Program Leader and Assessment, Advanced School Law, Human Resources Administration, Advanced School Finance, School District Administration, Educational Research, and Curriculum Analysis and Design. The culmination of the program is an internship in which candidates will spend at least 120 hours working with at least two district superintendents under the guidance of a University professor. This university degree does not lead to Illinois state licensure.

Assessment of Student Learning

Lindenwood University – Belleville has established policies and practices for the assessment of student learning outcomes in its existing degree programs. These same policies and practices will be applied to the proposed programs. For each of its regular courses and programs, the institution has established student learning outcomes, and from those outcomes, corresponding course objectives, learning activities, and instruments for evaluating the outcomes. The evaluation instruments include assignments; quizzes; tests; labs; case analyses; comprehensive examinations; where applicable, capstone projects and/or supervised internships; and other appropriate competency measures. Graduates of professional programs will take appropriate licensing or certification examinations. These direct assessment measures will provide meaningful feedback to students on their progress through each degree program. The results of the assessments will be used to improve degree programs as needed.

Program Assessment

The University is committed to regular self-examination of its courses, majors, programs, and degrees. The University uses a Comprehensive Academic Assessment Program (CAAP) to conduct degree program assessments for continuous program improvement. CAAP covers five major categories of the University's academic functions: general education, undergraduate programs, graduate programs, extension campus sites, and student life. To determine how well graduates of the University's programs are performing in their employment, periodic surveys of employers are conducted and the collected information may be used to improve programs. Results of student evaluation of all courses are other outcomes that may be used to improve specific degree programs.

Facilities (space, equipment, instructional technology)

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.

Lindenwood University – Belleville has adequate facilities for the proposed programs including 41 classrooms, three laboratories, a recently created library with a 72-station computer lab, the Senator Alan Dixon Student Center, three computer labs, and a student counseling and resource center that focus on student development and career needs. In addition to these facilities, the University has a variety of facilities including student housing, dining and lounging, and recreation. The existing resources are adequate to meet the needs of the proposed programs.

Library

Lindenwood University – Belleville Library has a collection of approximately 2,700 monographic titles as well as access to 80 full text databases. The Butler Library on the main campus in St. Charles, Missouri, offers courier service to deliver any materials not available on the Belleville campus. In addition, the University is a member of the Missouri statewide library consortium which gives students enrolled at Lindenwood University – Belleville borrowing privileges at virtually every academic library in Missouri, as well as the three major public library systems in the state. Any needed library materials not available through the consortium may be obtained using WorldCat catalog system and ordered through the Interlibrary Loan service. Through the University's website, all Lindenwood University students are able to access all the library's online resources, including JSTOR, EBSCO's Academic Search Premier, Literature Resource Center, as well as periphery databases. For each of the proposed degree programs, the University has in place a number of appropriate text and electronic academic journals and textbooks that will support the program.

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 policies in place to ensure faculty and staff possess the training, credentials, and other appropriate qualifications to provide needed support to the programs. Faculty who will teach in the proposed programs will have credentials at least one degree level above the degree programs they support, consistent with Illinois Board of Higher Education requirements. 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.

Lindenwood University – Belleville has submitted financial plans projecting that tuition revenue will exceed operating expenditures beginning in the first year of the proposed programs with the exception of the B.A. in English. The latter program will be supported by the University at large until such time as its revenues are larger than its expenditures.

Programmatic Accreditation/Licensure

The proposed Secondary English, School Counseling, and Education Specialist Certificate programs provide candidates with options to obtain certification through the Missouri Department of Elementary and Secondary Education. None of the proposed programs are designed to lead to licensure through the Illinois State Board of Education. Specialized accreditation for school counselors is available through the Council for Accreditation of Counseling and Related Education Programs (CACREP). Lindenwood University – Belleville is studying the possibility of seeking CACREP accreditation for the Master of Arts in Counseling with Emphasis in School Counseling.

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 program offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Detailed admission requirements and program descriptions were submitted as part of each program application and provide accurate information about Lindenwood University – Belleville’s academic policies about admission requirements, tuition, fees, and refund policies. The materials are in keeping with the existing degree programs offered by the University on the main campus in Missouri. The materials identify objectives, course and program requirements, faculty qualifications, statements on accreditation, and limitation on transferability of earned credits from 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.

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

Proposed Program Title in Region of Authorization: Bachelor of Science in Nursing (B.S.N.) in the Chicago Region

Projected Enrollments: Robert Morris University has projected enrollments of 30 students in the first year to approximately 90 students by its fifth year.

Institutional Accreditation: Robert Morris University is regionally accredited by the Higher Learning Commission.

Background and History

Headquartered in Chicago, Illinois, Robert Morris University – Illinois (RMU or the University) is an independent, not-for-profit institution offering associate, baccalaureate, and graduate degree programs. The University was founded in 1965 to offer liberal arts and vocational programs in business and allied health professions. In 1975, Robert Morris moved to Chicago and merged with the Moser School of Business. A second Illinois campus located in Springfield, Illinois, was established in 1988. The University currently offers 13 associate programs as well as four bachelors and three master’s degree programs at its main campus in Chicago.

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.

Robert Morris University – Illinois University is in the competitive enrollment, primarily associate-granting institutions group in Illinois.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
50.0%	45.0%	46.1%	3 out of 14
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
39.0	35.0	36.4	5 out of 14

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 mission of Robert Morris University is to “prepare its students to be practitioners in their chosen fields, be socially responsible to their communities, and be conduits for progress in their individual families.” The University also identifies seven objectives for the B.S.N. program, which are that students will:

1. Demonstrate critical thinking, clinical decision-making, and psychomotor skills necessary for safe and competent practice;
2. Integrate methods of research and scholarship to make and prioritize diagnoses, plan, implement, and evaluate the care of individuals, groups, and communities;
3. Assess health and incorporate principles and methods of health promotion and health education in nursing care of individuals, groups, and communities;
4. Integrate traditional and developing methods of discovering, retrieving, and using information in nursing practice;
5. Demonstrate professional behaviors when providing nursing care to individuals and families;
6. Describe how health care delivery systems are organized and financed and the effect on patient care; and
7. Communicate clearly and succinctly in speech and writing.

These objectives are consistent with what the degree title implies, and they are also consistent with the University mission.

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 this program must have earned a high school diploma with an overall high school grade point average (GPA) above 2.5 on a scale of 4.0. Applicants accepted to the program will typically have a 21 ACT score in both composite score math, at least two years of algebra, and one year of chemistry and biology with a grade of “C” or above. The University also accepts transfer credits from accredited institutions on a case-by-case basis. A candidate with an associate degree with acceptable transfer credits may be admitted to the University in the upper division bachelor degree programs when prerequisites are met.

Curriculum

The proposed B.S.N. is a 188-quarter hour program. It is designed to replace the University’s current associate’s degree in nursing in order to meet state and national needs for baccalaureate-prepared nursing professionals and in response to requests from clinical partners.

The curriculum of the proposed program will include a general education and career management core. The coursework will cover sciences for the nursing profession, including anatomy and physiology, organic biochemistry, and microbiology. With introductory and advanced professional courses, the program is designed to address a variety of nursing-related subject-matters including the fundamentals of nursing care, mental health, pediatrics, maternal care, community health, medical-surgical nursing, and critical care. The curriculum of the B.S.N. program was designed to meet the accreditation criteria of the Commission on Collegiate Nursing Education.

Assessment of Student Learning

The University has established policies and procedures for systematically collecting and reviewing evidence of student learning within and across academic programs. Faculty members in the proposed B.S.N. program will evaluate student academic achievement through direct assessment measures such as assignments, quizzes, tests, labs, capstone projects, and licensure pass rates. Assessment of student learning will also be measured through student performance in practica, internships, and clinical and field experiences.

Program Assessment

Both direct and indirect measures will be utilized to monitor and assess the program. In addition to the course-specific measures, national standardized tests outcomes will be analyzed, along with clinical placements success rates. Other methods of program assessment will include faculty evaluations and retention and time-to-completion rates. Graduates will be surveyed both at graduation and six months after. Employer surveys will be utilized along with feedback from program advisory board. The student achievement assessment reports from each of the academic units of the University are summarized and presented to the President's Council and then the Board of Trustees each year.

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 existing facilities at the University's main campus are adequate for the proposed program. Through a partner institution, Rush Medical Center, a cadaver lab will be available for program students. The 1,400 square feet nursing clinical lab is adequate for the proposed program.

Robert Morris University is equipped with an Information Technology Library. This is a multi-site, system-wide educational resource center. This University-wide library collection currently holds more than 229,000 volumes, including over 34,000 ebooks, 34,000 audio-visual items, and 35 on-line databases. Robert Morris periodicals are subscriptions via databases that allow for simultaneous users at all times and are updated from time-to-time. Instructional library materials that directly apply to the nursing program include, but are not limited to, *Uptodate*, *Cinahl Plus*, *Healthsource: Nursing Edition*, *Healthsource: Consumer Edition*, *PDR Health, Medicine (Index)*, *Consumer Health Complete*, and more. In addition, the University library is a member of the Consortium of Academic and Research Libraries system, with reciprocal borrowing. The consortium includes some of Illinois institutions, including, for example, Rush University, Northern Illinois University, University of Saint Francis, Saint Francis Medical

Center College of Medicine, and Saint Xavier University. Each campus has a core on-site collection to support student curriculum needs. All databases, eBooks, and the RMU catalog are available 24 hours a day, seven days a week.

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

Robert Morris University – Illinois has submitted fiscal plans indicating tuition revenue will exceed, and continue to exceed, operating expenditures beginning in the second year of operations for the proposed degree program.

Programmatic Accreditation/Licensure

Robert Morris University's current A.D.N., which the proposed B.S.N. will replace, is accredited by the Accreditation Commission for Education in Nursing, formally known as the National League for Nursing Accrediting Commission. Upon authorization from IBHE, RMU will seek accreditation for the proposed B.S.N. program from the Commission on Collegiate Nursing Education (CCNE). Graduates of the proposed B.S.N. program will be eligible to sit for the NCLEX-RN exam and apply for Illinois licensure through the Illinois Department of Financial and Professional Regulation.

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 University's catalog provides clear and accurate information regarding its policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the anticipated 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 Robert Morris University – Illinois and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Rosalind Franklin University of Medicine and Science
3333 Green Bay Road
North Chicago, Illinois 60064
President: Dr. K. Michael Welch

Proposed Program Title in Region of Authorization: Doctor of Nurse Anesthesia Practice (DNAP) in the North Suburban Region

Projected Enrollments: Rosalind Franklin University of Medicine and Science projects enrollments of 16 students in the first year, increasing to 32 by the fifth year for the Completion level DNAP program. A projected total of 25 students will be matriculated into the DNAP Entry level program beginning in the second year and will increase to 75 by the fifth year.

Institutional Accreditation: Rosalind Franklin University of Medicine and Science is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

Rosalind Franklin University of Medicine and Science (RFUMS or the University) is an independent non-profit institution located in Chicago, Illinois. The University was founded in 1912 as the Chicago Hospital-College of Medicine and has since expanded to offer 15 degree programs in health professions and science. RFUMS received approval from the Illinois Board of Higher Education in 2005 to grant the Master of Science degree in Nurse Anesthesia. The University is now seeking authorization to transition the Master's in Nurse Anesthesia program to a Doctorate Degree in Nurse Anesthesia. This transition is mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs which requires all advance practice nurse anesthesia programs to be accredited to offer doctorate in nursing/nursing anesthesia by 2025.

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.

RFUMS has a stated mission to “serve the nation through the interprofessional education of health and biomedical professionals and the discovery of knowledge dedicated to improving

the health of its people.” The proposed degree title corresponds with the degree program and promotes the goals, objectives, and mission of the institution.

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 proposed Doctorate in Nurse Anesthesia Practice are in compliance with the requirements established by the Council on Accreditation of Nurse Anesthesia Educational Programs, an accreditation body recognized by the U.S. Department of Education to accredit nurse anesthesia programs.

All applicants must have a Bachelor of Science from an accredited institution, be a licensed registered nurse in the United States, submit current Graduate Record Examination (GRE) scores, have a grade point average of 3.0 on a 4.0 scale, and have at least one year, preferably two, of full-time experience as a registered nurse in a critical care setting. Applicants must also be interviewed by the Nurse Anesthesia Department Admissions Committee. In addition, the Completion level DNAP program requires that applicants possess a master’s degree from an accredited institution, national certification and recertification as a Certified Registered Nurse Anesthetist, current unencumbered licensure as an advanced practice registered nurse in the United States, and employment verification and evaluation form showing evidence of credential and scope of practice at current employment.

The University will accept transfers to the program from other doctorate nursing programs. The Nurse Anesthesia Program administrators will determine the amount of credit transfers based upon a review of transcript and/or course syllabi.

Curriculum

The proposed program was designed to prepare students in the analysis of published research; development and analysis of outcomes data; and the translation of research and data into practice - and practice into policy - at the local, state, and national levels. The program will be delivered in a blended format (online and on-ground). The curriculum will incorporate basic sciences, anesthesia principles, research and health policy framework to prepare graduate students for clinical and research leadership. The Entry level DNAP program requires a 36-month full-time course of study with a total of 196 quarter credit hours. The Completion level program requires 52 quarter credit hours completed either on a part-time or full-time basis. Part-time students must complete degree requirements not exceeding five years from starting the program. Upon completion, graduates in the Entry level DNAP program are eligible to take the national board certification exam. Both graduates of the Entry and Completion levels will be awarded the DNAP degree upon completion.

All doctoral candidates in the program will be expected to complete a Doctoral Capstone project which is a research requirement intended to promote scholarly engagement in health care. Each student will be assigned a faculty advisor and doctoral prepared faculty committee that will guide the student and monitor the Capstone project to ensure quality of research work.

Assessment of Student Learning

Assessment of student learning in the proposed program is established following the Council on Accreditation of Nurse Anesthesia Educational Programs 2014 “Standards for Accreditation of Nurse Anesthesia Educational Programs.” Students will be expected to demonstrate competencies covering a broad range of clinical care and leadership skills. Students’ achievement of these competencies will be evaluated by written course assignments, group projects, in-person discussions and presentations, and completion of doctoral capstone project. With the approval of the DNAP advisor and the Departmental Chair, students’ final projects are expected to be published in a scholarly publication or poster presentation.

Program Assessment

The proposed DNAP program will follow the established Nurse Anesthesia Program (NAP) Evaluation of Program Success (EPS) plan linked to the mission, vision and values of the University, the College of Health Professionals and the NAP, and to the Council on Accreditation of Nurse Anesthesia. DNAP program’s EPS plan will focus on multiple program domains and will use qualitative and quantitative data obtained from faculty, students, and employers in the evaluation process. Programmatic evaluation will be conducted according to the standards of the Nurse Anesthesia Program Evaluation of Program Success. Multi-level data will be collected from internal and external stakeholders and summative student surveys will be collected for course level evaluation. For each course, information is obtained from students to determine their perception on learning accomplishments, achievement of course objectives, faculty evaluation, and course functioning. Upon completion, assessment reports are reviewed by the Dean of the College, and the Vice President of Academic Affairs. In addition, each program at the University undergoes an interprofessional, comprehensive committee evaluation which requires faculty input.

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 is undergoing expansion of its classroom facilities which will provide adequate space for the DNAP program. The expansion will accommodate classroom requirements of about three all day classrooms per course per quarter. The program also has extensive provisions for technical facilities because the curriculum will be largely online. Technical resources to facilitate online course delivery will be provided through electronic learning management system, D2L. D2L uses variety of web tools: Web Content Accessibility Guidelines (WCAG 2.0), Authoring Tool Accessibility Guidelines 2.0 (ATAG 2.0) and Accessible Rich Internet Applications Suite (WAI-ARIA) to ensure accessibility. D2L is also designed to be used for course content, gradebook, e-mail, discussion forum, chat room, paging, and news items. The University provides teaching and learning activities through the use of computing labs, small group study rooms, the Presentation Practice Room, the Information commons located at the library, and the Learning Commons.

The Boxer University Library provides print and electronic resources to students, faculty, and staff of the University. The library is open 24 hours a day and seven days a week. Electronic resources are also available for use 24 hours a day, with professional library staff available to assist students from 8 a.m. to 10 p.m., Monday through Friday. The electronic databases include: CINAHL Plus with Full Text, RefWorks, Clinical Key (access to over 1,000 medical reference

eBooks and 400 full-text electronic journals), AccessMedicine, Clinical Pharmacology and the Iowa Drug Information Service database, and MD Consult (access to medical reference books and full-text journals; The Clinics series; drug information; evidence-based practice guidelines; CME; patient education handouts; and mobile access), First Consult (evidence-based point of care clinical support resources treatments, with a differential diagnosis tool) and Procedures Consult (an online multimedia training and reference tool that aids students and residents in preparing for, performing, following-up, and testing their knowledge of medical procedures). The library also has approximately 425 direct electronic journal subscriptions, with over 3,000 additional journals available through consortium agreements.

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 11 existing faculty members that will serve in the proposed DNAP program. All faculty are doctorally prepared, experienced healthcare professionals. In addition, the Nurse Anesthesia Department plans to hire one additional faculty and one staff for the new program. Both online and on-campus faculty will participate in curricular development and program oversight.

Fiscal and Personnel Resources

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

The RFUMS Nurse Anesthesia Department has submitted five-year fiscal plans that show operational revenue will exceed expenditures in the third year of operation.

Programmatic Accreditation/Licensure

The RFUMS Nurse Anesthesia program is currently accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and will seek accreditation for the DNAP program. Graduates of the program will be eligible to apply for board certification by the National Board of Certification and Recertification of Nurse Anesthetists. After becoming board certified, graduates are also eligible to apply for a state license to practice as advanced practice nurses. Board certification in Nurse Anesthesia is a requirement for licensure and practice.

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 RFUMS catalog provides detailed information on academic policies, tuition and fees, proposed program description, course cancellations and refund policies, and other materials prospective students can use to make informed decisions on enrollment.

Staff Conclusion. The staff concludes that Rosalind Franklin University of Medicine and Science 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.

Visible Music College
200 Madison Avenue
Memphis, Tennessee 38103
President: Mr. Ken Steorts

Proposed Program Title in Region of Authorization: Bachelor of Ministry (B.M.) in Modern Music Ministry in the South Metro Region

Projected Enrollments: Visible Music College estimates an enrollment in this program of 20 students in the first year rising to 96 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Ministry (B.M.) in Music Business Ministry in the South Metro Region

Projected Enrollments: Visible Music College estimates an enrollment in this program of four students in the first year rising to 18 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Ministry (B.M.) in Music Production Ministry in the South Metro Region

Projected Enrollments: Visible Music College estimates an enrollment in this program of four students in the first year rising to 18 students by the fifth year.

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

Background and History

Visible Music College (VMC or the College) is a non-profit, Christian music college established in Lakeland, Tennessee, in 2000. The College expanded and moved its campus and dormitories to downtown Memphis in 2011. In the spring of 2012, the College applied for operating authority in the state of Illinois to open a campus in the city of Lansing. This authority was granted in February of 2013. Since that time, the city of Lansing has worked closely with the institution to utilize unused city properties and to incorporate the College campus into long-range city development plans. Renovations needed to accommodate the new campus have been underway and are nearing completion. The College is requesting degree-granting authority for three Bachelor of Ministry degrees: Modern Music Ministry, Music Business Ministry, and Music Production Ministry. If approved, these new programs, which replicate programs currently offered at the Memphis campus, will be the first VMC will offer in Illinois.

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 goals and objectives of the proposed degree programs are consistent with what the degree program titles imply. The proposed degree programs are congruent with the Visible Music College 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.”

Curriculum/Assessment

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

Admission

In order to be admitted to one of the proposed VMC bachelor’s programs, an applicant must provide evidence of a high school diploma or a functional equivalent. Students must complete an audition and interview. Students under 24 must have an ACT score of 18 or higher or old SAT combined score of 750 or higher, or 1500 or higher on the new SAT, unless student has previous college credit. Applicants to the Ministry in Modern Music Program must pass a Theory Placement Test taken during the audition or successfully complete a remedial correspondence theory course prior to enrollment in Theory courses. The College will accept transfer credits from institutions accredited by an accreditor recognized by the U.S. Department of Education. The number of credits transferred for an incoming student cannot exceed a total of 80 semester hours toward the bachelor’s degree.

Curricula

Bachelor of Ministry in Modern Music Ministry

The Modern Music Ministry program will offer possible emphasis areas in Instrumental Performance, Vocal Performance, Worship Leadership, or Songwriting. The program curriculum will offer training in skill and character for artists who wish to serve in the field of contemporary music in the church or in the music industry. The curriculum was designed to give the student both the academic knowledge necessary to be a music professional and the vocational experience and spiritual growth needed for the field of ministry.

Bachelor of Ministry in Music Business Ministry

The Music Business Ministry program was designed to prepare managers and promoters for vocational readiness from a Christian perspective. The program will combine scholastic and practical course offerings, including development of basic business skills (communication, marketing, finance, and management), overview and detail of the music industry and vocational opportunities, contractual/legal matters, management of artists, and event/tour planning. Specific attention will be paid to integrity in business, operational excellence, spiritual mentoring of artists, presentation skills, planning, and visioning.

Bachelor of Ministry in Music Production Ministry

The Music Production Ministry program was designed to prepare technicians and artists for vocational readiness from a Christian perspective. The program will introduce the student to the tools and techniques used to produce music in the modern recording studio, from the perspective of service to the church and community. The student will gain knowledge of current technology, recording techniques, and music production skills. Music Production students will be responsible for engineering all student recordings and live sound requirements of Visible Music College. Skills and knowledge acquired in the program should equip students to work as producers, engineers, or to create a new studio business, and focuses on using industry-standard programs, Logic and ProTools.

Assessment of Student Learning

The College has established policies and practices for the assessment of student learning outcomes. Student learning assessments will be embedded into programs courses and include tests, papers, projects, and final exams. Each of the proposed programs will also include an internship component. In addition to the direct faculty contact that accompanies these placements, students will be expected to work for their field supervisors six to ten hours a week. Senior Recitals and Senior Projects are the cumulative capstones of each program. Modern Music students present recitals; Music Business and Music Production students present projects. Like the internships, the independent nature of this recital or project credit means that faculty instruction time occurs in a vector of measured benchmarks and culminates in the final project or recital, rather than on a strictly weekly basis.

Program Assessment

Visible Music College will follow in Illinois their current policies on evaluation and institutional effectiveness through implementation of their Comprehensive Assessment Plan developed at the Memphis campus. An Institutional Effectiveness and Assessment Team was established to oversee strategic planning and assessment. The Team is led by the Vice President of Academics and is composed of representatives from the four Administrative Offices (President, Academics, Student Development, and Business), an elected member of the administrative staff, and an elected member of the faculty. The Team formulates a process of evaluating institutional effectiveness, interpreting data gathered in evaluation, and developing strategic, long-range, and budget planning based on assessments of all departments, curricular and co-curricular programs, and divisions of the institution. The stated purpose of this team is “to ensure the quality of theoartistic educational experience by cultivating mature practices of assessment and measured benchmarks of institutional effectiveness.”

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 was granted operating authority based on a plan to partner with a church in Lansing, Illinois, to provide facilities for the campus. Since then, the city of Lansing offered the College unused city buildings at a negligible cost and renovations have been ongoing. The College has kept the Illinois Board of Higher Education (IBHE) informed of these developments and a staff site visit occurred to ensure the suitability of the new facilities. The

facility will provide several classrooms, recordings studios, performance space, an auditorium and adequate administrative space to support the proposed programs. Plans to implement a local library for student access will be conducted as soon as the teaching site is established, but until then, Visible Music College uses an online library resource. All students will have access to the College's online library portal hosted by Populi, the College's learning management system. The library portal provides access to the Online Public Access Catalog, a bibliographic search utility for monographs, serials, and archive materials found at the Memphis campus library.

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 faculty and staff possess the training, credentials, and other appropriate qualifications to provide needed support to the programs. Faculty who will teach in the proposed programs will have credentials at least one degree level above the degree programs they support, consistent with IBHE requirements. 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.

Visible Music College has submitted financial plans projecting that tuition revenue will exceed operating expenditures beginning in year two of the proposed programs.

Programmatic Accreditation/Licensure

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

Program Information

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

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 program. Identical information will be made available on the College's website.

Staff Conclusion. The staff concludes that Visible Music College 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.

Strayer University
1133 15th Street, N.W., #200
Washington, DC 20005
President: Dr. Michael Plater

Proposed Program Title in Region of Authorization: Associate in Arts (A.A.) in Information Technology in the Fox Valley and North Suburban Regions

Projected Enrollments: Strayer University estimates an enrollment in this program of two students in the first year rising to three students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Science (B.S.) in Information Technology in the Fox Valley and North Suburban Regions

Projected Enrollments: Strayer University estimates an enrollment in this program of five students in the first year rising to ten students by the fifth year.

Institutional Accreditation: Strayer University, which is based in Washington, D.C., is regionally accredited by the Middle States Commission on Higher Education.

Background and History

Strayer University (the University) is a for-profit higher education institution. It was founded in 1892 as Strayer's Business College, and later Strayer College, before becoming Strayer University in 1998. The University enrolls approximately 40,000 students in 17 U.S. states at physical locations and through online education. The University specializes in degree programs for working adults and offers undergraduate and graduate degrees in subjects such as accounting, business administration, criminal justice, education, health services administration, and public administration. In 2013, The University announced numerous campus closures, which included all of the existing Strayer campuses in Illinois. While the Illinois-based campuses have closed, the University is maintaining education sites at Verizon Wireless call center locations in their approved Higher Education Regions.

The University is seeking authorization to grant the degrees of A.A. in Information Technology and a B.S. in Information Technology in the Fox Valley and North Suburban regions. These programs will be offered exclusively to Verizon employees at these corporate locations at no cost to the student.

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.

Strayer University's mission is "to make high quality post-secondary education accessible to adult learners of diverse backgrounds and foster their intellectual growth and

professional success.” The proposed programs will be consistent with the purpose, goals, objectives, and mission of the University. The degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Strayer University is an open admissions institution. Students applying to the University must provide a completed application form and proof of high school graduation or the equivalent. Additionally, prior to registration in the first term, students will be evaluated for proficiency in fundamental English and Mathematics. Strayer requires each new student enrolled at a Verizon Wireless call center to go through a new student orientation session. During this session, on-site administrators review the academic calendar and various administrative procedures, introduce students to the available facilities and library resources, discuss academic advising, tutoring and testing services, remind students of the math and English proficiency requirements, review Strayer policies, and walk students through the process of taking classes online. Verizon Wireless will pay all tuition and fees for employees at the sites. Students will not be responsible for any tuition or fees provided that the student continues to be employed by Verizon Wireless and remains in academic good standing. If the student leaves Verizon or does not maintain good academic standing, they will be required to pay their own tuition costs in order to continue in the program.

Curricula

Associate in Arts in Information Technology

The curriculum of the A.A in Information Technology will consist of 90 quarter credit hours, which will include 22.5 quarter credits of general education, 22.5 quarter credits of core introductory courses, 36 quarter credits of major courses, and nine elective credits. The core introductory courses will include foundational courses in math, information technology, and business while the major courses will focus primarily on computer programming, database management and networking. All courses are 4.5 quarter credits.

Bachelor of Science in Information Technology

The curriculum of the B.S. in Information Technology will consist of 180 quarter credit hours, which will include 54 credits of general education, 27 credits of core introductory courses, 45 credits of major courses, 13.5 credits of a concentration component and 40.5 credits of electives. The possible concentration areas for the degree are: Cyber Security, Database Technology, Digital Forensics, Enterprise Security, Internetworking, Networking, and Programming and Web Development. All courses are 4.5 quarter credits.

Assessment of Student Learning

Strayer University has developed a standard process for assessing student learning outcomes in all its programs and at all degree levels. The assessment process is centralized so that the University can ensure that all sections of a course, delivered both online and on-ground, are using the same assignment and grading rubrics that align with program learning outcomes.

These assignments include quizzes, tests, writing assignments, and projects. University faculty have developed assignment rubrics and mapped them to the course level outcomes, program level outcomes and to the six institutional core competencies which represent the broader knowledge and skills that Strayer students should demonstrate. Faculty assessment teams are already in place across the schools under the leadership of school deans and department chairs. Student learning assessment results will be used to revise course content, change text books, and justify curricular changes.

Program Assessment

Strayer's Office of Institutional Research Assessment and Evaluation plays a key role in the program assessment process by coordinating assessment of student learning, program reviews, survey research, and annual assessment of University's strategic plan. The office conducts institutional studies, generates statistical reports to support decision making, and provides training and support to faculty to carry on assessment of student learning and program reviews. The results of student learning outcomes are communicated to the Institutional Effectiveness Committee (IEC), made up of faculty and administrators. The IEC reviews these findings, considers the context, and develops recommendations as to further research required and the most effective plan to communicate the findings. In addition to this internal review process, Strayer University utilizes an annual graduate survey and an external advisory board to enhance curriculum and program assessment.

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.

Verizon Wireless will provide approximately eight dedicated, appropriately equipped training rooms at the site for the programs. Students will have access to Strayer's online library resources and will be able to access the circulating print materials at all 79 campus Learning Resource Centers through interlibrary loan. In addition to Strayer's library collection, students will have access to the electronic book collection and direct borrowing privileges at the University of Michigan MITS service. These combined resources will provide students with access to over 4,000,000 individual library resources.

Students will have access to Verizon Wireless' Career Center which provides a quiet area for study and computers with Internet access. Strayer's onsite Academic Office provides students with fax, scanning, and photocopying capabilities to support their coursework.

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 programs.

Fiscal/Personnel Resources

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

Strayer University has submitted fiscal plans for all locations projecting that tuition revenue will exceed, and will continue to exceed, operating expenditures, beginning in year one of the proposed programs.

Programmatic Accreditation/Licensure

Strayer University plans to submit a self-study in the first year of the proposed programs to begin the accreditation process with the Accreditation Board for Engineering and Technology. Full accreditation cannot be granted until the program has produced graduates.

Program Information

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

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

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

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants to Lindenwood University – Belleville Authorization to Grant the Bachelor of Arts in Educational Studies, the Bachelor of Arts in English with Secondary Education Certification, the Master of Arts in Counseling with an Emphasis in School Counseling, and the Educational Specialist in Educational 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 Robert Morris University – Illinois Authorization to Grant the Bachelor of Science in Nursing in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Rosalind Franklin University of Medicine and Science Authorization to Grant the Doctor of Nurse Anesthesia Practice 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 Visible Music College Authorization to Grant the Bachelor of Ministry in Modern Music Ministry, the Bachelor of Ministry in Music Business Ministry and the Bachelor of Ministry in Music Production Ministry in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Strayer University Authorization to Grant the Associate in Arts in Information Technology and the Bachelor of Science in Information Technology in the 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.

