

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

Submitted for: Action.

Summary: The Illinois Board of Higher Education 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 outside of the original region of approval, 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 operating and/or degree-granting authority to the following institutions:

Ashford University (operating authority)

- Bachelor of Business Administration in the Western Region

Harrington College of Design

- Associate of Applied Science in Digital Filmmaking in the Chicago Region
- Master of Arts in Interior Design in the Chicago Region
- Master of Interior Design in the Chicago Region

Kaplan University

- Bachelor of Science in Communication in the Chicago Region
- Bachelor of Science in Criminal Justice in the Chicago Region
- Bachelor of Science in Information Technology in the Chicago Region
- Bachelor of Science in Legal Studies in the Chicago Region
- Bachelor of Science in Networking Technology in the Chicago Region
- Bachelor of Science in Paralegal Studies in the Chicago Region
- Bachelor of Science in Nursing in the Chicago Region
- Bachelor of Science in Software Development in the Chicago Region

- Master of Arts in Teaching and Learning in the Chicago Region
- Master of Education in the Chicago Region
- Master of Science in Criminal Justice in the Chicago Region

Northern Baptist Theological Seminary (out of region authority)

- Master of Arts in Christian Ministries in the Fox Valley Region
- Master of Divinity in the Fox Valley Region

Rosalind Franklin University of Medicine and Science

- Doctor of Philosophy in Interprofessional Healthcare Studies in the North Suburban Region
- Doctor of Science in Interprofessional Healthcare Studies in the North Suburban Region

Solex Academy (operating authority)

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

Trinity Christian College (out of region authority)

- Bachelor of Science in Business in the Chicago Region
- Bachelor of Science in Business Communication in the Chicago Region
- Bachelor of Arts in Teacher Education in the Chicago Region

Urbana Theological Seminary

- Master of Arts in Religion in the Prairie Region
- Master of Divinity in the Prairie 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 a block of community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

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

Ashford University
400 North Bluff Boulevard
Clinton, Iowa 52732
President: Jane McAuliffe

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools.

Background. Ashford University is requesting authorization to operate and grant the Bachelor of Arts in Business Administration in Region 4, the Western Region. This would be a revival of an arrangement that was approved in 1992 when the Board of Higher Education granted Mount St. Clare College authority to operate at Sauk Valley Community College. Ashford University will offer upper division courses on the campus of Sauk Valley Community College leading to completion of a baccalaureate degree in Business Administration.

Ashford University is a private for-profit college owned by Bridgepoint Education, Inc. The college was founded in 1918 as Mount St. Clare, a junior college, by the Sisters of St. Francis. In 1950, the college gained accreditation with the North Central Association of Colleges and Schools. The college began awarding its first baccalaureate degrees in 1979 and its first Master's degree in 2003. The college was renamed the Franciscan University in 2004. The College was acquired by Bridgepoint Education, and its name was changed to Ashford University in 2005. The Fall 2006 enrollment was approximately 3,800.

Mission and Objectives

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

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

The proposed program adheres to the mission of Ashford University “to provide accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities.” Offering the baccalaureate degree completion program is congruent with the purpose, goals, objectives, and mission of the institution.

Curriculum and Assessment

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

Admission Requirements

Admission is for adult transfer students seeking to complete the baccalaureate degree. Admission requirements for transfer students include a cumulative grade point average of 2.0/4.0 in all college-level coursework attempted. If the transfer applicant does not meet the GPA criteria, the Admissions Committee can review the student's academic records and determine if additional information may be required to make an acceptance decision. Additional requirements may include recommendation letters, an essay, or a personal interview with the Vice President of Academic Affairs, or some combination thereof. Students who are admitted under the Committee's recommendation are placed under special supervision of faculty advisors.

Curriculum

Students will be taking upper division coursework to complete a baccalaureate degree in Business Administration. Courses will be delivered to a cohort in an eight-week accelerated format that meets once per week in the evening and on weekends to meet the needs of the working adult population. The assessment process is designed to ensure that outcomes for students receiving instruction in the eight-week format are consistent with those receiving instruction by traditional delivery methods. Courses offered by Ashford University at Sauk Valley Community College will include Advertising, Business and Professional Speaking, Business and the Environment, Business Ethics, Consumer Behavior, Contemporary Issues in Leadership, E-Business, Gender Issues in Organizations, Human Resource Management,

International Business, Marketing Research, Operations Management, Organizational Behavior, Principles of Finance, Principles of Management, Principles of Marketing, Spreadsheet/Database Analysis, Strategic Management and Business Policy, and Visual/Verbal Presentation. The program concludes with a comprehensive capstone course.

Assessment of Student Learning Outcomes

Ashford University employs several forms of student learning assessment. In addition to structured course-level assessment, student learning is assessed based on identified core student learning outcomes for Business program students. These are measured through the required capstone course and an internship. In the capstone course, students are given a problem and then must draw on their acquired knowledge to devise a strategic plan to address this problem while demonstrating achievement of the identified learning outcomes. Students also participate in an evaluated internship in which they must further illustrate their acquired knowledge and skills.

Program Assessment

Ashford University employs a model of assessment grounded in Kirkpatrick's Model of Summative Evaluation. This model focuses on different levels of assessment that range from reaction to results involving student growth and faculty expertise, to institutional results in accomplishing the proposed institutional goals. The Business program has identified and articulated its mission, goals, and objectives. Multiple quantitative and qualitative measurements are used to ensure these program goals and objectives are addressed.

Facilities (space, equipment, instructional materials)

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

Ashford University will be offering courses on the Sauk Valley Community College campus. Since the proposed program will be housed at Sauk Valley, there is no need for additional space, equipment, or instructional materials.

Ashford University and Sauk Valley Community College are both members of the Prairie Area Library System, which will afford the program's students access to over 2 million volumes. As members of the consortium, a single delivery system is in place to allow for effective delivery of materials to students. All Ashford University students also have access to ProQuest and EBSCO search systems.

Faculty and Staff

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

Ashford University has policies in place to ensure the academic professionals who are hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty engaged in providing the degree completion coursework at the baccalaureate level will possess at a minimum a Master's degree in the appropriate field. Faculty currently scheduled to provide courses in the program are full-time Ashford faculty. Additional faculty and staff will be hired as needed according to established institutional policies.

Fiscal and Personnel Resources

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

The proposed Business Administration course offerings are consistent with existing programs offered at the institution. Ashford University has submitted fiscal plans indicating revenue will exceed operating expenditures in the first year of operations.

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that Ashford University and the degree program proposed in the above item 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.

Harrington College of Design

200 West Madison

Chicago, Illinois 60606

President: Erik Parks

Institutional Accreditation: The Accrediting Council of Independent Colleges and Schools. Candidate status with the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background. Harrington College of Design is requesting authorization to grant the Associate of Applied Science in Digital Filmmaking, Master of Arts in Interior Design, and the Master of Interior Design in the Chicago Region.

Harrington College of Design is a private, for-profit college whose primary purpose is to offer education focusing on interior design and related fields. The institution was founded in 1931 as a diploma-granting institution. In the 1960's the institution became known as the Harrington Institute of Interior Design, and in 1976 the Institute received authority from the Illinois State Board of Education to confer the Associate of Technology in Interior Design degree. In 1981, the Illinois Board of Higher Education granted Harrington Institute authority to award the Bachelor of Fine Arts in Interior Design, and the college has since been approved to offer additional degrees in disciplines related to interior design. The college was acquired by the Career Education Corporation (CEC) in 1999 and changed its name to Harrington College of Design in 2003. The Fall 2006 enrollment was approximately 1,500.

Mission and Objectives

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

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

The proposed programs adhere to the mission of Harrington College of Design “to create the next generation of design professionals to lead and serve the global community” and to its vision for the future “to be a premier school of integrated design recognized for innovation, creative collaboration and passion for exploration.” The proposed degree programs are consistent with the purpose, goals, objectives, and mission of the institution and the requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum and Assessment

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

Admission Requirements

Harrington College of Design has established admission requirements for all undergraduate students entering the college. Students must have a high school diploma or the General Educational Development (GED) diploma. Prospective students provide a letter of intent and undergo an interview as part of the determination of their acceptance. Academically challenged students may be required to take some preliminary course work at the community college level and transfer credits prior to admittance.

Admission requirements for the Master's degree programs include a completed application form, a written letter of intent, three letters of recommendation, successful completion of an interview with the Graduate Admissions Committee, and a bachelor's degree with a cumulative Grade Point Average of 3.0/4.0 or completion of a Master's or Ph.D. program. Those applicants with a cumulative Grade Point Average below the guideline must submit Graduate Record Examination or the Miller Analogies Test scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing and may be accepted when the portfolio, references or other information indicate a high probability of success in a graduate program. Additionally, a portfolio submission is required for all applicants to the Master of Interior Design program. The portfolio must demonstrate preparedness for graduate studio work in interior design. Additional coursework may be required to remedy deficiencies in the portfolio.

Curricula

Associate of Applied Science in Digital Filmmaking

The Associate of Applied Science in Digital Filmmaking prepares students for entry-level employment in commercial, industrial, and documentary digital filmmaking. The degree is a five-semester sequence requiring 61 credit hours consisting of 18 credits in general education and 43 credits of core competencies, which include Introduction to Filmmaking, Introduction to Design, Technical Foundation, Collaborative Seminar I and II, Digital Film Technical Workshop, History of World Film, Physics of Light, Directing, Advanced Production Techniques, Screenwriting Structure and Content, Audio Engineering, Advanced Non-Linear Editing, Professional Practices in Filmmaking, Group Production of the Short Film, Portfolio, and a Filmmaking Elective. Each student will work on a minimum of five short film projects in various capacities including directing at least one and no more than three of the projects.

Master of Interior Design

The Master of Interior Design degree builds on a Bachelor of Interior Design or related degree. The program is composed of 36 semester hours in theory, method, integration and practicum, and culminates in a thesis. The nine core courses include Theory of Interior Design I and II, Advanced Studio I and II, and Methods in Interior Design I, II, and III. Three additional electives are required including one theory elective and two practicum electives. Successful completion of the program requires students earn a minimum cumulative Grade Point Average of 3.0/4.0. The thesis project integrates design theory and method. Prospective graduates are required to successfully defend their thesis project work to their Graduate Committee. In addition, all prospective graduates will be required to participate in a Portfolio Review with their Graduate Committee and to present their portfolio to the public, undergraduate students, and faculty.

Master of Arts in Interior Design

The Master of Arts in Interior Design is a graduate level first professional program in the field of interior design for holders of a Bachelor of Arts or a Bachelor of Science degree in a non-interior design-related field. The program is composed of 60 hours of coursework over six semesters. The first two semesters provide the preliminary work in the foundation of knowledge and skills necessary for the student to undertake the thesis investigation and advanced course work. Coursework in the first two semesters includes History of Interiors and Architecture I and II, Graduate Design Studio A and B, Computer Aided Design and Drafting / 3D CADD, and Business Practices. Upon completion of these two semesters of Interior Design fundamentals, students will undergo a review to determine if they are prepared to continue in the program or if additional fundamentals work is needed. The review includes a portfolio review, an interview, a cumulative Grade Point Average of 3.0/4.0, and submission of a written design philosophy. Advanced courses in the Master of Arts in Interior Design are the 36 semester hours required in the Master of Interior Design program above.

Assessment of Student Learning Outcomes

Harrington College of Design has identified goals and outcomes students are expected to meet. In addition to course assessments, the Associate of Applied Science in Digital Filmmaking will use the Portfolio class and exit interviews as a capstone experience. Students must

successfully complete a formal portfolio review before a graduate review panel. If this review and scoring indicate deficiencies in the student's ability to transition into the field, the panel will develop a course of corrective action. Corrections must be reflected in the student's portfolio to complete the program. In addition to course assessments, the Master of Interior Design program will employ the thesis and defense, as well as a portfolio review and presentation as student assessment tools. The Master of Arts in Interior Design will employ a comprehensive review at the end of the first year and at the end of the program.

Program Assessment

Harrington College of Design utilizes a continuous program assessment process including student evaluations of each class and instructor, graduate and employer satisfaction surveys collected each quarter, and the National Survey of Student Engagement and Noel-Levitz Student Satisfaction Survey. Feedback is used "for institutional, programmatic, and course level improvements, as well as for individual professional development." The Portfolio Review Panel reviews "curriculum outcomes as well as quality and consistency at the end of the program." This feedback, along with yearly reviews by faculty of curriculum, retention and graduation rates, and employment records, are the basis for strategic improvement planning and "ensures the program is current and relevant to industry needs."

Facilities (space, equipment, instructional materials)

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

Harrington College of Design has indicated the current facilities at 200 W. Madison Street are adequate for instructional purposes and program operations. The 80,000-square-foot facility includes classrooms, studios, laboratories, administrative offices, and library space. In anticipation of a committed acquisition of approximately 12,000 square feet of additional space, the College is conducting a study to assess current and future space utilization and needs.

Harrington College of Design's Library holds over 20,000 volumes and includes special collections containing rare design research materials. Additionally, the library provides access to several dozen electronic research resources. Beginning in 2008, the library will be participating in I-Share, a catalog and resource sharing network of 65 college and university libraries in Illinois administered by the Consortium of Academic and Research Libraries in Illinois (CARLI).

Faculty and Staff

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

Harrington College of Design has policies in place to ensure academic professionals possess the training, credentials, and other related qualifications to provide instruction at the College. Faculty engaged in providing general education coursework at the associate's level will possess at a minimum a Master's degree in the field of instruction. Faculty engaged in providing technical and career coursework at the associate's level will possess at a minimum a bachelor's degree in the field of instruction. Faculty engaged in providing graduate coursework will possess a terminal degree in the field of instruction. Additional faculty and staff for graduate programs will be hired as needed according to established institutional policies.

Fiscal and Personnel Resources

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

Harrington College of Design has submitted fiscal plans indicating tuition revenue will exceed operating expenditures within the second year of operations for all three degree programs.

Accreditation/Licensure

Neither specialized accreditation nor licensure of graduates is required for the Associate of Applied Science in Digital Filmmaking.

The Council for Interior Design Accreditation accredits the Bachelor of Fine Arts in Interior Design. The National Council of Interior Design (NCID) administers an exam that qualifies the interior designer for a variety of applications and is used for professional status in such organizations as the American Society of Interior Designer and the International Interior Design Association. The successful completion of the NCID test is also used by most states that regulate interior design practices. In Illinois, the title of “Interior Designer” is restricted to those who have passed the NCID test and have registered the title with the Illinois Department of Professional Regulation. Applicants are not allowed to take the NCID examination until after completing a period of full-time diversified interior design work experience under a qualified interior designer. Graduation from the proposed Master’s degree programs meets the requirements to sit for the NCID exam.

Program Information

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

The Harrington College of Design catalog provides accurate information regarding the College’s policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed programs identifies objectives, course requirements, statements about accreditation, and limitations to the transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Harrington College of Design and the degree programs proposed in the above item 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.

Kaplan University
550 West Van Buren Street, 7th Floor
Chicago, Illinois 60607
Chief Executive Officer: Andrew Rosen

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools.

Background. Kaplan University requests approval to offer the Bachelor of Science in Communication, Bachelor of Science in Criminal Justice, Bachelor of Science in Information Technology, Bachelor of Science in Legal Studies, Bachelor of Science in Networking Technology, Bachelor of Science in Paralegal Studies, Bachelor of Science in Nursing, Bachelor of Science in Software Development, Master of Arts in Teaching and Learning, Master of Education, and Master of Science in Criminal Justice.

Kaplan University, a for-profit college, formerly known as Kaplan College, Quest College, and the American Institute of Commerce, was founded in 1937 in Davenport, Iowa. Kaplan University is owned by Kaplan Higher Education, a subsidiary of Kaplan, Inc., which is owned by The Washington Post Company.

Kaplan University offers Master's degrees in Arts, Science, Business Administration, and Education. It also offers Bachelor of Science, Associate of Science, and Associate of Applied Science degrees, as well as diploma and certificate programs at its campus in Davenport, Iowa. Its online classes are largely instructed by personnel at support centers in Fort Lauderdale, Florida, New York City, New York, Atlanta, Georgia, Phoenix, Arizona, and Chicago, Illinois.

Mission and Objectives

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

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

Kaplan University identifies itself as “an institution of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education.” The University's programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, student-centered support services, and applied scholarship in a practical environment. The designations and purposes of the proposed degree programs are consistent with this mission of the University.

Curriculum and Assessment

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

Admission Requirements

The admissions process at Kaplan University requires prospective students to fulfill prerequisites that include a high school diploma or General Education Development (GED) certificate or a home study certificate or transcript from a home study program equivalent to high school level coursework and recognized by the student's home state, students must also be beyond the age of compulsory attendance in that state, a completed enrollment agreement, and student information form with a deposit as outlined on the tuition and fee schedule, an informational interview, a tour of the online learning environment, English fluency during the interview, including reading, writing, and speaking that includes an application process and placement exam, completion of all required placement exams, access to a computer that meets minimum hardware and software requirements with access to an Internet Service Provider, an active email address, demonstrated computer literacy including accessing, creating, and saving documents in Microsoft Office, web browsing and antivirus applications, and completion of financial planning goals.

International students seeking admission must be 18 years or older, complete all regular admission requirements as well as provide evidence of financial means, and submit TOEFL scores of 525/159 or higher for undergraduate admission and scores of 550/213 or higher for graduate admission.

Candidates for the Bachelor of Science in Nursing program must have an earned associate's degree or diploma in nursing with a cumulative grade point average of 2.5 on a 4.0 scale in all previous coursework, and be licensed to practice as a registered nurse prior to entering the program.

Curricula

Kaplan University requires all enrolled students who do not have an earned associate degree or evidence of completion of general education courses from another accredited institution to complete a pre-determined number of credit hours from the University's Core Curriculum. Coursework categories in the Core Curriculum include Communication, Composition and Writing, Diversity and Culture, Ethics, History, Humanities, Mathematics, Professional Studies, Science, and Social Science. Students completing bachelor's degree programs must select one course from each of the eight categories along with the additional coursework required for completion of the specific degree. All courses fulfilling the Core Curriculum requirement for each degree program are clearly identified in the catalog.

Bachelor of Science in Communication

The Bachelor of Science in Communication requires students to complete 180 quarter credits. This program provides students with the skills to demonstrate a critical understanding of social issues and communicate effectively in areas of advertising, public administration, public relations, and other areas of public service. Students in this program will complete coursework in effective writing, communication, academic strategies, career development, software applications, mathematics, diversity and culture, ethics, science, history, social science and humanities, general electives, upper division electives, business, web-development, writing for the web, mass communication, interpersonal communication, technical writing, writing for multimedia, group dynamics, organizational communication, communication in the workplace, rhetorical analysis, and a capstone course.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice requires students to complete 180 quarter credits. The program prepares students to seek employment in areas of law enforcement, corrections, private security, crime analysis, investigations, and probation and parole services. Students will complete coursework in the history of criminal justice, composition, academic strategies, career development, software applications, learning for the profession, college algebra, diversity and culture, ethics, science, communications, humanities and social science, general electives, upper division electives, an introduction to criminal justice, criminology, criminal law, research methods, ethics in criminal justice, comparative justice or organized crime, supervisory practice or managing organizations, and criminal justice electives.

Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology requires students to complete 180 quarter credits. Students will complete coursework in composition, strategies for information technology professionals, career development, an introduction to information technology, college algebra, statistics, discrete mathematics, diversity and culture, economics, ethics, communication, history, humanities, information technology, web design, database management, programming, hardware and operating systems, LAN concepts, technology infrastructure, project management, systems analysis and design, major and general electives, and a capstone course.

Bachelor of Science in Legal Studies

The Bachelor of Science in Legal Studies requires students to complete 180 quarter credits. Students will focus on the study of law through the development of practical and analytical skills. The program requires students to complete coursework in composition, software applications, college algebra, communications, diversity and culture, ethics, history, humanities, an introduction to law, law and society, legal philosophy, and electives. Students will take part in an internship and complete a legal studies thesis and a capstone course.

Bachelor of Science in Networking Technology

The Bachelor of Science in Networking Technology requires students to complete 180 quarter credits. Students will focus on networking theory, design, administration, and maintenance. Students are prepared to work as computer or network systems administrators or systems support analysts. Program coursework includes composition, academic strategies for information technology, an introduction to information technology, college algebra, discrete mathematics, economics, diversity and culture, communication, humanities, the social sciences, career development, information technology, computer hardware and operating systems, programming, desktop administration, LAN concepts, networking cases, systems administration, wireless cases, operating systems concepts, enterprise administration, wide area networking, routing and switching, project management, network design, network security, network management, and a capstone course in networking technology.

Bachelor of Science in Paralegal Studies

The Bachelor of Science in Paralegal Studies requires students to complete 180 quarter credits. Students will gain skills in law, legal research, and analytical development. Coursework requirements include composition, academic strategies, career development, paralegal studies, college algebra, ethics, communications, humanities, the social sciences, electives, an

introduction to paralegal studies, civil litigation, contracts, legal research, real estate law, evidence, advanced legal writing, electives in paralegal studies, and a capstone course.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing is a program designed to provide registered nurses the additional education needed to enhance clinical skills, improve patient care and advance in areas of nursing practice. Students in the program are required to possess an associate's degree or diploma in nursing and complete 180 quarter credits. The curriculum consists of composition, anatomy and physiology, pharmacology, nutrition, humanities, mathematics, science, social science, fundamental of nursing, medical surgical nursing, pediatric nursing, mental health or psychiatric nursing, obstetrical nursing, care of special populations, bioethics, software applications, statistics, psychology or sociology, diversity and culture, professional leadership, health and wellness assessment, nursing research, issues and informatics, aging and alternative therapies, leadership and management in the health care environment, leadership in population focused nursing, and capstone course in nursing.

Bachelor of Science in Software Development

The Bachelor of Science in Software Development prepares graduates for entry-level employment in software development. The program requires the completion of 180 quarter credits. Students will complete coursework in programming, software development, hardware and software development, visual basic, software engineering, programming language structure, java programming, systems and UNIX programming, technical writing, data structures, compilers, web programming development, systems analysis and design, project management, electives, composition, academic strategies for Information Technology, an introduction to Information Technology, mathematics, economics, ethics, diversity and culture, communications, humanities, career development, and a capstone course in software development.

Master of Arts in Teaching and Learning

The Master of Arts in Teaching and Learning program is designed for practicing educators with a valid teaching certificate. The program consists of 48 quarter credits including 36 quarter credits in the core and 12 credits in an area of emphasis. The plan of study includes coursework in teaching practices, classroom management, curriculum design, educational leadership, and student assessment and an action research capstone course. The areas of emphasis are teaching literacy and language, teaching with technology, teaching students with special needs, and teaching mathematics.

Master of Education

The Master of Education requires students complete 56 quarter credits. The degree is designed to prepare students with a completed bachelor's degree to become certified teachers. The plan of study includes coursework in educational psychology, child and adolescent development, effective teaching, diversity, the education and psychology of exceptional children, the philosophy of education, teaching methods, reading in content areas, student assessment, classroom management, and teaching methods. Students will complete a clinical internship and a student teaching seminar.

Master of Science in Criminal Justice

The Master of Science in Criminal Justice prepares students in the areas of law, global issues in criminal justice, and leadership and management in corrections and policing. The degree requires students to complete 55 quarter credits. Students have the option of completing a thesis or a non-thesis track. The plan of study includes critical legal issues in criminal justice, criminology theory, research methods, organizational behavior, and data analysis. Students will complete either a research thesis or a comprehensive examination.

Assessment of Student Learning Outcomes

Kaplan University utilizes an assessment portfolio and a capstone course as key components of its assessment model. The University's degree programs incorporate a battery of educational goals and outcomes that students must fulfill for graduation. Within each course, a project is selected for assessment and associated with one or more of the program's outcomes. Personal reflections, along with instructor assessment, are also a part of the coursework rubric. All degree programs require each student to take a capstone course. The capstone provides an opportunity to demonstrate the scope and depth of the learning experience.

Program Assessment

Program quality and assessment begins with the development of program outcomes and continues through an ongoing review process. Learning outcomes are developed for each program and are regularly reviewed by a team of Kaplan University faculty and administrators in coordination with an Advisory Council. The Advisory Council is comprised of faculty from peer institutions and industry leaders. Program outcomes include discipline-specific and general education goals. The University's Assessment Committee reviews all courses and programs to ensure an appropriate level of assessment. Assessment Committee members include the Director of Institutional Research and Assessment, nine faculty representatives elected by the faculty, and two students.

Facilities (space, equipment, instructional materials)

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

The University indicates the current facilities are adequate for program operations. The University currently occupies approximately 42,000 square feet and will acquire an additional 21,000 through expansion. Kaplan University's online platform is supported by a large number of Web servers located in Downers Grove, Illinois at an Acxiom facility. The servers are configured in a manner that assures uninterrupted, around-the-clock operation. Courses are administered through the Course Management System, a database management system created and developed by staff at the University. The University indicates the current infrastructure is adequate for the proposed programs.

Library services are provided through a relationship between Kaplan University and the Salmon Library at the University of Alabama Huntsville. The library's catalog is available online for student access. The library can ship books to the student, and articles and excerpts can be scanned and sent electronically. The library also offers access to 13,000 electronic journals.

Faculty and Staff

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

University policies are in place to ensure that individuals are selected, trained, and promoted based on relevant factors such as work quality, experience, and other work-related habits and behaviors. Faculty members are selected based upon academic and professional qualifications appropriate for the subject area related to instruction. At a minimum, faculty teaching upper-division courses must hold a Master's degree, have significant professional experience in the assigned area of teaching, and have substantial documented teaching experience. The University also gives preference to individuals with a Master's degrees or higher when hiring faculty to teach courses within the associate's degree programs. In addition, all faculty members must hold degrees from regionally accredited institutions.

Fiscal and Personnel Resources

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

Primary financial support for Kaplan University comes in the form of shared services provided at the corporate level of the Kaplan Higher Education Corporation (e.g., financial aid, payroll, technology), Kaplan, Inc. (e.g., accounting, human resources, legal, technology, business continuity planning), and to a limited degree the Washington Post Company (employee benefits). Recent financial statements from the Kaplan Higher Education Corporation indicate the organization is financially stable and capable of meeting the stated objectives.

Accreditation and Licensure

The Bachelor of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). Admission to this program requires a student be licensed as a registered nurse.

There is no specialized accreditation for the remaining proposed programs, nor are there licensure requirements for graduates.

Program Information

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

The Kaplan University Catalog provides accurate descriptions of degree programs offered and program objectives for the proposed courses of study. The University's cancellation and refund policies are fair and reasonable, and University publications include accurate

statements about accreditation and about limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Kaplan University and the degree programs proposed in the above item 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.

Northern Baptist Theological Seminary
660 E. Butterfield Road
Lombard, IL. 60148
President: Interim; John Kirm

Institutional Accreditation: Association of Theological Schools. North Central Association of Colleges and Schools Special Programs.

Background. Northern Baptist Theological Seminary is seeking approval to offer the Master of Arts in Christian Ministries and a Master of Divinity at the Judson University facility in the Fox Valley Region, which is outside of its region of operating authority.

Northern Baptist Theological Seminary, a not-for-profit institution, began in 1913 when a group of lay people from the Second Baptist Church of Chicago decided to establish a new seminary committed to preparing men and women for effective service as pastors, educators, missionaries, and evangelists within an evangelical theological context. By 1920, the school moved to a new campus on Chicago's west side and was recognized by the Northern Baptist Convention as one of its seminaries. During the 1960s, Northern Baptist Theological Seminary moved to its present campus in Lombard.

Mission and Objectives

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

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

Northern Baptist Theological Seminary offers an educational context that is international, interracial, and intercultural for the preparation of men and women who are called to the ministry. The Seminary identifies its strategic role as "to educate leaders for the churches who will be personally whole and spiritually mature, biblically grounded and theologically competent, pastoral, evangelistic and prophetic." The proposed programs support the identified mission of the Seminary.

Program Objectives

The Master of Arts in Christian Ministries is a professional degree designed for students seeking a focused training in Christian ministries that includes urban ministries, worship and spirituality, youth ministry, and other areas of study. The program is designed for students serving in positions that involve leadership, lay persons who desire a graduate theological

education and practical skills training in Christian ministries, and ordained ministers who seek advanced theological and ministerial training.

The Master of Divinity is the basic professional degree required for ordination by numerous Christian denominations. The purpose of the Master of Divinity program is to prepare men and women for an effective, culturally-relevant ministry through professional and spiritual formation, academic study, and ministerial training. The goals of the program are to enable students to develop a thorough and critical understanding of religious heritage, theology, church history, and ethics.

Curriculum and Assessment

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

Admission Requirements

Applicants must have an earned bachelor's degree from an accredited institution with at least a 2.5/4.0 Grade Point Average. Applicants must submit official transcripts of all post-secondary coursework, three letters of reference, a confidential self-reported health form, an autobiographical statement, and a letter from the applicant's home church affirming the applicant's plan to pursue advanced studies. If applicant's native language is not English and if English was not the principal language of instruction in the applicant's undergraduate studies, the applicant must submit TOEFL scores of 550 or higher on the paper-based exam or 213 or higher on the computer-based exam.

Curriculum

Master of Arts in Christian Ministries

The Master of Arts in Christian Ministries degree requires 61 quarter hours of coursework, including 27 hours of core required courses in the basic theological disciplines of Old Testament studies, New Testament studies, Church History, Theology, and Ethics, 21 hours of elective courses in ministry practice, six hours of general electives, and seven hours of supervised ministry courses. The course content, coverage, and standards are consistent with the program as offered by the Seminary in its region of operating authority.

Masters of Divinity

The Master of Divinity degree program requires 103 hours of coursework, including 39 hours of cores required courses in the basic theological disciplines of Old Testament studies, New Testament studies, Church History, Theology, and Ethics, 36 hours of elective courses in ministry practice, 21 hours of general electives, and seven hours of supervised ministry coursework. The course content, coverage, and standards are consistent with the program as offered by the Seminary in its region of operating authority.

Assessment of Student Learning Outcomes

The Seminary requires each course syllabus to relate student outcomes with program outcomes. Evaluation of the learning experience of each student is conducted by both the student and the instructor at the conclusion of each course. Exams, quizzes, and written assignments are

incorporated into the assessment student outcomes. A capstone experience also provides an opportunity to evaluate programmatic outcomes.

Program Assessment

Program assessment will measure student learning, curriculum, and instruction and will include evaluations made by the Seminary's Office of Enrollment Management. The Dean of the Seminary will use evaluations completed by students to evaluate instruction by both full-time and adjunct faculty.

Facilities (space, equipment, instructional materials)

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

Students at the Rockford site will have full access to the library, computer lab, and other resources through Judson University.

Faculty and Staff

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

Faculty employed by the proposed programs will hold a doctorate or terminal degree in the area of instruction. A part-time coordinator will serve as a liaison between the Seminary and Judson University.

Fiscal and Personnel Resources

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

The Seminary has indicated revenues will exceed operating expenses within the first year of the proposed programs.

Accreditation and Licensure

Neither licensure nor accreditation is required for the proposed programs.

Program Information

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

The Seminary's catalog and website provides accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for choosing specific courses of study, and procedures governing faculty and student affairs.

Staff Conclusion. The staff concludes that Northern Baptist Theological Seminary and the degree programs proposed in the above item 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.

This conclusion is based, in part, on the materials submitted in original application to offer this program in the Seminary's region of authority.

Rosalind Franklin University of Medicine and Science
3333 Green Bay Road
North Chicago, IL 60064
Chief Executive Officer: Dr. K. Michael Welch

Institutional Accreditation: The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It was first accredited by the Commission in 1980.

Background. Rosalind Franklin University of Medicine and Science is requesting authorization to establish the Doctor of Philosophy (Ph.D.) in Interprofessional Healthcare Studies and the Doctor of Science (D.Sc.) in Interprofessional Healthcare Studies. The proposed programs will be administered by the College of Health Professions.

Finch University of Health Sciences/The Chicago Medical School was chartered as the Chicago Hospital College of Medicine in 1912. In 1976 the University of Health Sciences was established with three units: The Chicago Medical School, the School of Related Health Sciences, and the School of Graduate and Postdoctoral Studies. In August 2001, Finch University acquired Dr. William M. Scholl College of Podiatric Medicine (formerly the Illinois College of Chiropractic and Orthopedics). On March 1, 2004, Finch University of Health Sciences/The Chicago Medical School changed its name to Rosalind Franklin University of Medicine and Science to honor Dr. Rosalind Franklin. Rosalind Franklin University of Medicine and Science is a not-for-profit university.

The University's College of Health Professions offers eight graduate programs, including the Doctor of Physical Therapy, and Master's in clinical laboratory sciences, nurse anesthesia, physician assistant, nutrition, and healthcare management. The two proposed doctoral degrees will build upon these programs and other programs offered by the University.

Mission and Objectives

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

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

The mission of Rosalind Franklin University of Medicine and Science is “to acquire, preserve, enhance, and communicate knowledge of the health sciences and professions and to educate undergraduate and graduate students in the health sciences and professions for the welfare of humanity.” The mission of the College of Health Professions is “to prepare exceptional healthcare professionals for leadership and evidence-based practice using an interprofessional and collaborative delivery model through student-centered programs that offer cutting edge curricula.” The proposed programs support the missions of the College and University.

Program Objectives

The overall objectives of the two doctoral programs are to develop reflective healthcare practitioner-scholars as leaders who participate in collaborative opportunities in practice, education, scholarship, and service with the goal of enhancing the quality of the healthcare system in Illinois and beyond. The Ph.D. in Interprofessional Healthcare Studies will focus on research and scholarship, while the D.Sc. degree will focus on professional practice and applied research.

Curriculum and Assessment

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

Admission Requirements

To be admitted to the Ph.D. or the D.Sc. programs in Interprofessional Healthcare Studies, an applicant must:

1. Hold a Master’s degree in a closely related field, such as physical therapy, occupational therapy, nutrition, physician assistant studies, nursing, or clinical laboratory sciences, from an accredited college or university;
2. Have a minimum GPA of 3.0/4.0 in all graduate coursework;
3. Be a licensed, registered, certified, or otherwise-credentialed healthcare professional in the U.S.;
4. Have at least two years of experience in one of the health science or profession disciplines identified above; and
5. Submit GRE scores.

A foreign student applicant whose native language is not English must submit documentation that demonstrates functionally equivalency to items one through five above.

Curriculum

The Ph.D. and D.Sc. programs in Interprofessional Healthcare Studies share a common curricular core consisting of 60 to 63 quarter hours in five groups of coursework:

- A research component of 18 quarter hours including courses in critical inquiry focusing on research and statistics, measurement principles, ethics in research, and proposal development;

- An advanced research component based on at least nine credits for the Doctor of Science degree and at least 12 credits for Ph.D. degree;
- A professional component of 15 credits on topics such as leadership in the healthcare environment, evidence-based practice, principles of education, and an interprofessional healthcare seminar;
- An interprofessional fieldwork component of 18 credits composed of a six-credit practicum in interprofessional healthcare education, a six-credit interprofessional healthcare service learning practicum, and a six-credit healthcare clinical practicum; and
- An elective component of three to twelve credits from a chosen specialty, such as healthcare practice, healthcare management, or nutrition.

In addition to the common curricular core, candidates for the Ph.D. degree must complete and defend a dissertation that is theoretically substantive, publishable, and potentially fundable. Candidates for the D.Sc. degree must complete a clinical research project that includes an in-depth study in a focused clinical area beginning with a defense of the proposal and culminating in the demonstration and presentation of a clinically applicable model in interprofessional healthcare.

Enrollment and Degree Projections

To ensure high quality in each doctoral degree, Rosalind Franklin University of Medicine and Science plans to establish a relatively small program until there is more funding and other resources to support more students. Both programs are projected to enroll approximately 10 part-time students each year by the fifth year of operation. It is expected that about five students will graduate from both programs annually by the fifth year and beyond.

Assessment of Student Learning Outcomes

Evaluation of the progress of each student will be provided by the student's academic advisor and the project or dissertation advisor. If a student's GPA falls below 3.0/4.0, the student will be notified by the department chairperson of failing to make satisfactory progress and the need to remediate by the end of the following quarter or be dismissed from the program. Additionally, assessment of student learning will be based on evaluation of the student's performance at the end of each course, evaluation of the student's performance at end of the program, evaluation at the end of the student's project or dissertation, and periodic surveys of alumni and alumni employers. On the basis of evaluation feedback, the Program Committee will make needed improvements in the program.

Program Assessment

The Ph.D. and D.Sc. in Interprofessional Healthcare Studies will be evaluated at several levels within the University. Individual course and overall program evaluations are submitted by students and reviewed by the program's faculty and chairperson. Alumni and their employers will be asked to evaluate the program on a regular basis. The program's faculty committee will review the program on an annual basis and submit a summary highlighting strengths and weaknesses to the College's Curriculum Committee. As with other programs offered by the University, a more intensive review by the College's Curriculum Committee will occur every four years. The results of the various reviews will be used to improve each program.

Facilities (space, equipment, instructional materials)

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

The University indicates it has sufficient facilities, equipment, and instructional resources to support the proposed doctoral programs. Boxer Library houses 173 computers for student use. The Multidisciplinary Lab houses 139 computers, 16 more are maintained in the Teaching Lab, and 18 are available in the 24-Hour Lab. All computers are new or have been upgraded in the past year.

Library Resources and Technology Support

The Ph.D. and D.Sc. in Interprofessional Healthcare Studies programs require full access to the University's medical collections within Boxer Library. The library provides comprehensive access to medical resources on a broad array of subjects. The medical collection includes over 100,000 volumes and receives 1,800 subscriptions to the world's leading biomedical journals. Electronic journal collection has grown substantially in the last year, and the entire collection is now available online. The library's services include reference assistance, online database searching, library instruction, and interlibrary loan services.

As a member of the Greater Midwest Regional Library Network, Boxer Library shares resources with a majority of academic health science libraries and teaching hospitals within the region and the nation, and to some extent internationally.

Faculty and Staff

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

Fifteen faculty and research advisors will support the two doctoral programs. As a group, the faculty and research advisors have a strong interdisciplinary background and expertise encompassing many disciplines, including medicine, physical therapy, higher education, research and statistics, nursing, nurse anesthesia, online education, neuroscience, clinical psychology, physiology, and podiatry. Each faculty member has a full-time appointment at the University.

Fiscal and Personnel Resources

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

The University indicates that revenues, primarily from tuition and fees, will be sufficient to support the proposed program.

Accreditation and Licensure

There is no specialized accreditation or licensure for graduates of the proposed programs.

Program Information

Criterion 1030.60(a)(60) 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 Rosalind Franklin University of Medicine and Science Academic Catalog and publications from the University and the College of Health Professions provide clear statements about tuition and other fee charges, as well as refund policies. Similar information can be found on the University's website. Information about each program may also be obtained from the College administrative offices.

Staff Conclusion. The staff concludes that Rosalind Franklin University of Medicine and Science and the degree programs proposed in the above item 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" (110ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Solex Academy
350 East Dundee Road, Suite 200
Wheeling, Illinois 60090
President: Leon Linton

Institutional Accreditation. Solex Academy will seek accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools pending approval of the proposed program.

Background. Solex Academy seeks authority to operate and grant the Associate of Applied Science in Accounting in the North Suburban Region. Solex Academy was established in 1995 as a for-profit business and vocational school focused on preparing students in the field of information technology. The Academy was previously approved by the Illinois State Board of Education (ISBE) under the Private Business and Vocational Schools Act to offer certificate and diploma programs in information and medical technology.

Mission and Objectives

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

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

The mission of Solex Academy is defined as "providing programs based on current information, technology, instruction, and 'best practices' used in the field." The Academy's stated objective is to offer business and vocational educational programs that include a liberal studies component. The proposed Associate of Applied Science in Accounting is consistent with the mission and objective of the Academy.

Curriculum and Assessment

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

Admission Requirements

Applicants must be at least 18 years old and hold either a high school diploma or a General Education Development (GED) certificate. The Academy has identified procedures to address international student admissions and placement testing to ensure students are able to demonstrate skills consistent with college level coursework.

Curriculum

The Associate of Applied Science in Accounting degree is designed to provide students with the knowledge and skills needed to gain entry level employment in the accounting field. The program requires students to complete 60 semester credits. Students will complete 15 credits in general education coursework that includes composition, mathematics, speech, and economics. The business core includes nine credits in marketing and business law. The major requires 33 credits, including Accounting I and II, Introduction to Business, Financial Accounting, Computer Accounting, Computer Spreadsheets, Income Tax Accounting, Managerial Accounting, Cost Accounting, Tax Accounting, and Auditing. The program requires students to complete a three-credit practicum.

Assessment of Student Learning Outcomes

Solex Academy utilizes several assessment instruments at various points during the academic year. An initial entrance examination is used to determine placement. Grading standards and course expectations are identified at the beginning of each course. Students are evaluated through quizzes, laboratory projects, and testing.

Program Assessment

Solex Academy has documented a process for assessing the curriculum of the proposed program. The process includes the review of course evaluations and student and employer surveys. The process is reviewed by the president, the director of education, and the faculty.

Facilities (space, equipment, instructional materials)

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

Solex Academy has provided documentation describing the Academy's ability to provide space, equipment, and instructional material to operate the Associate of Applied Science in Accounting. The facility is equipped with eight classrooms and three multipurpose computer laboratories equipped with 36 Pentium IV computers. The Academy has documented library resources and participates as a corporate library loan patron allowing students access to additional library resources.

Faculty and Staff

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

Solex Academy has an identified hiring practices based on qualifications, experience, and the ability to provide effective classroom instruction. Instructors teaching general education courses are required to have at a minimum a Master's degree in the discipline of instruction.

Fiscal and Personnel Resources

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

The proposed Associate of Applied Science in Accounting will be the first associate degree offered at Solex Academy. The Academy will use existing facilities for the new program. The Academy has budgeted for the program's operation and projects that tuition revenue will exceed program expenditures within the first year of program operation.

Accreditation/Licensure

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

Program Information

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

The Solex Academy Catalog offers appropriate information relating to programs offered, tuition, fees, and information on program completion at the Academy. The cancellation and refund policies are identified, and the Academy's publications include statements about its accreditation and about limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Solex Academy and the degree programs proposed in the above item 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.

Trinity Christian College
6601 West College Drive
Palos Heights, Illinois 60463
President: Steven Timmermans

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools

Background. Trinity Christian College requests authorization to offer the Bachelor of Science in Business, the Bachelor of Science in Business Communication, and the Bachelor of Arts in Teacher Education in the Chicago Region, outside the College's region of operating authority. These programs are to be offered as part of the College's Adult Studies program and are designed for adults 23 years of age or older who have completed some college but not a baccalaureate degree.

Trinity Christian College is a private, non-profit institution that began operations in 1959. Originally an associate degree granting institution, Trinity Christian College awarded its first baccalaureate degrees in 1971. The College has been accredited through the North Central Association of Colleges and Schools since 1976. The Fall 2006 enrollment was approximately 1,300.

Mission and Objectives

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

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

The proposed programs adhere to the mission of Trinity Christian College "to provide a Biblically-informed liberal arts education in the Reformed tradition." The proposed programs are consistent with the purpose, goals, objectives, and mission of the College, and the requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum and Assessment

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

Admission Requirements

Trinity Christian College has established admission requirements for students entering the Adult Studies program. Applicants must be adults 23 years of age or older, must transfer in at least 45 hours of previous college credit, must have a minimum GPA of 2.0/4.0, must complete the Adult Studies application for admission, and must submit an application fee.

Curricula

The degrees will be delivered through the College's Adult Studies program. In the program, courses are offered in an accelerated cohort format in which classes meet weekly in the evenings or on the weekend for 6 weeks. Students are expected to spend extensive time in

outside preparation for each class meeting. Assessment methods are in place to demonstrate the equivalency of student outcomes regardless of the delivery format.

Bachelor of Science in Business

The Bachelor of Science in Business is designed for adult learners desiring personal fulfillment and professional advancement. Students enter the program with a minimum of 45 hours of previous college credit. If they have not yet earned an associate's degree from an approved institution, students must fulfill general education requirements. During the 22-month accelerated program, students complete 51 hours of required credits combined with additional coursework to complete the 120 total semester hours required for graduation. Courses required in the program include Accounting for Decision Makers, Biblical Perspectives, Business Ethics and Society, Christian Worldview, Collection, Analysis and Interpretation of Quantitative Data, Contemporary Economic Analysis, Financial Planning, Analysis and Decision Making, Global Business, Human Relations in Business Organizations, Information Technology Management, Legal Environment of Business, Management Planning and Decision Making, Marketing Management, Professional Communication, Strategic Management and Decision Making, and a capstone project.

Bachelor of Science in Business Communication

The Bachelor of Science in Business Communication is tailored for adult learners desiring personal and professional growth. Students enter the program with a minimum of 45 hours of previous college credit. If they have not yet earned an associate's degree from an approved institution, students must fulfill the general education requirements. During the 20-month accelerated program, students complete 60 hours of required credits combined with additional coursework to complete the 120 total semester hours required for graduation. Courses required in the program include: Advertising, Sales and Promotion, Business and Professional Communication, Collection, Analysis and Interpretation of Quantitative Data, Communication Ethics, Communication Theory, Foundations of Communication, Fundamentals of Accounting, Global Business, Group Dynamics, Introduction to Journalism, Introduction to Research and Adult Learning, Macroeconomics, Marketing Management, Management Planning and Decision Making, Mass Media and Society, Organizational Communication, Public Relations, Spreadsheet Applications, Web Page Design, Word Processing Applications, and a capstone project.

Bachelor of Arts in Teacher Education

The Bachelor of Arts in Teacher Education is a degree-completion program designed for adult learners wishing to become certified to teach at the elementary or secondary level. Students enter the program with a minimum of 65 hours of previous college credit. If they have not yet earned an associate's degree from an approved institution, students must fulfill the general education requirements. During the 15-month accelerated program, students earn 45 hours of credit followed by 17 weeks of student teaching. Students then complete any additional coursework necessary to reach 125 total semester hours required for graduation. Education coursework varies depending on whether the student is pursuing elementary or secondary/K-12 certification. Required courses include: Biblical Perspectives, Christian Worldview, Contemporary Issues Seminar, Educational Psychology, Elementary Methods – Math, Elementary Methods – Science or Secondary Content, Elementary Methods – Social Science, Fine Arts in Education and Physical Education, General Methods, Introduction to Education, Introduction to Exceptional Children, Student Teaching, Teaching Reading K-9 or Teaching Reading 6-12, Teaching in the Middle Grades, and Technology in Education.

Assessment of Student Learning Outcomes

Trinity Christian College has an established assessment process. The Bachelor of Science in Business assessment plan includes both direct and indirect measures assessing the identified learning outcomes of the program. Students demonstrate they are able to apply concepts related to the functional areas of business and integrate processes across the functional areas. This involves course-embedded assessments and a capstone project. The Bachelor of Science in Business Communication assessment plan includes articulated learning outcomes assessed during the capstone project, oral presentations, portfolio review, demonstration of an understanding of Christian communication using principles emphasized throughout the program, and completion of an employment preparation process.

The Teacher Education assessment plan utilizes the assessment of units written by students and of classroom management plans, successful completion of an electronic portfolio demonstrating attainment of Illinois Professional Teaching Standards, Technology Standards, and Core Language Arts Standards, the successful completion of a student teaching internship, passage of the Illinois Basic Skills, Content Areas, and Assessment of Professional Teaching tests, completion of the capstone course Action Research Project, and group and individual projects and presentations.

Program Assessment

Trinity Christian College employs an annual program assessment process conducted by the College's campus-wide assessment committee. Data is collected from assessment of student learning outcomes, alumni surveys, and graduate employment information. The committee has established procedures regarding continuous development of student learning outcomes, methods of assessment, analysis of data collected, descriptions of changes initiated on the basis of the data collected, and use of the data for overall quality improvement.

Facilities (space, equipment, instructional materials)

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

Trinity Christian College is proposing to offer the programs at two sites in Chicago. Both sites have classrooms, computer labs, offices, and lounge space adequate for program operations. All Trinity Christian College students have access to campus library facilities and online search services. The College is also a member of the Illinois Library Computer Systems Organization, which offers students reciprocal borrowing privileges at the 65 I-share libraries as well as research sharing services administered by the Consortium of Academic and Research Libraries in Illinois (CARLI).

Faculty and Staff

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

Trinity Christian College has policies in place to ensure that academic professionals possess the training, credentials, and other related qualifications to provide instruction at the

College. Faculty possess, at a minimum, a Master's degree in the field of instruction, with most holding a doctorate. The majority of instruction will be done by current faculty. Any possible additional faculty and staff for the programs will be hired as needed according to established institutional policy.

Fiscal and Personnel Resources

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

The proposed out of region delivery of the Bachelor of Science in Business, Bachelor of Science in Business Communication, and Bachelor of Arts in Teacher Education degrees is consistent with the delivery of existing programs offered in the College's region of operating authority. Trinity Christian College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures within the first year of operations for all three degree programs.

Accreditation/Licensure

Neither accreditation of the program nor licensure of program graduates is required for the Bachelor of Science in Business or Bachelor of Science in Business Communication. Trinity Christian College is approved by the Illinois State Board of Education (ISBE) to entitle teacher education candidates in elementary education; the secondary education content areas of biology, business, marketing and computer education, chemistry, English Language Arts, history, mathematics, and Spanish; special education; and K-12 music education, physical education, and visual arts.

Program Information

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

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

Staff Conclusion. The staff concludes that Trinity Christian College and the degree programs proposed in the above item 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.

This conclusion is based, in part, on the materials submitted in original application to offer this program in the College's region of authority.

Urbana Theological Seminary
314 E. Daniel Street
Champaign, IL 61820
President: Dr. Kenneth H. Cuffey

Institutional Accreditation: Urbana Theological Seminary will seek accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools pending approval of the proposed programs.

Background. Urbana Theological Seminary seeks degree-grating authority for a Master of Arts in Religion and a Master of Divinity in the Prairie Region. The Seminary was authorized to operate in April of 2005. It is an interdenominational, not-for-profit graduate school of theology. The Seminary provides post-baccalaureate study for persons desiring education for ministry and leadership in churches, congregations, missions, and other settings. The Seminary was established in 2002 as a successor to the Christian Studies Center, which was established in 1994 by a group of churches in Champaign-Urbana to provide seminary-level training in east central Illinois.

Mission and Objectives

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

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

The mission of Urbana Theological Seminary is “to build the Kingdom of Christ through higher learning that equips people to love, know and serve God.” The focus of this mission is “to provide academic training in classic theological disciplines (such as Bible, Theology, Church History, and Practical Ministry Skills) for credit.” The objectives presented in the Seminary’s application include providing high quality theological training and ministerial preparation, presenting a thoughtful and academically sound version of the Christian worldview within the broader academic world, and partnering with churches, denominations, and para-church ministries to provide training. The proposed programs support the Seminary’s stated mission and objectives.

Curriculum and Assessment

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

Admission Requirements

Applicants must hold a bachelor’s degree with a minimum cumulative Grade Point Average of 2.25/4.0, complete a written personal educational statement, submit three letters of recommendation, and provide transcripts of all previous post-secondary studies.

Curricula

Master of Arts in Religion

Requirements for the Master of Arts in Religion build on a biblical and theological foundation to prepare students for general ministry or areas of specific concentration. The program requires students to complete 48 semester credits in interdisciplinary studies, biblical studies, Christian history and thought, practical ministry, and electives. This program is designed to prepare students to engage in vocational ministry, such as campus ministry, missions, evangelism, and social outreach, or for employment as church staff.

Master of Divinity

The Master of Divinity degree is designed to provide students with a foundation in the Scriptures, the history and thought of the Christian church, and areas of the ministry. The curriculum prepares students with the skills, knowledge, and resources required to be successful in the ministry. The program requires students to complete 90 semester credits consisting of 25 credits in biblical studies, 27 credits in Christian history and thought, 23 credits in practical ministry, and 15 credits in electives.

Assessment of Student Learning Outcomes

Urbana Theological Seminary has a plan of assessment based on its commitment to providing a learning environment that prepares students for studies in practical ministry. Students are required to complete learning assessments through presentations, written assignments, portfolio preparation, and examinations. The overall assessment of student learning is a continuous part of the Seminary's mission to develop and prepare students for the ministry.

Program Assessment

Program assessment at Urbana Theological Seminary is conducted by the office of the academic dean. The Seminary has a process to review curriculum, academic policies, and the educational outcomes of the Seminary.

Facilities (space, equipment, instructional materials)

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

Urbana Theological Seminary has identified resources that are adequate for the proposed programs. The Seminary has offices and library facilities in leased space in the University Baptist Church. Urbana Theological Seminary is seeking permanent space pending program approval. The institution has agreements to offering classes at local churches in the Champaign and Urbana area.

Faculty and Staff

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

Urbana Theological Seminary has documented its educational operations and supervision plan. The Seminary requires faculty to possess training, credentials, and other related qualifications consistent with the proposed degree programs.

Fiscal and Personnel Resources

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

Urbana Theological Seminary has submitted fiscal plans indicating revenues for the proposed programs will exceed operating expenditures within the first year of program operations.

Accreditation and Licensure

Urbana Theological Seminary will seek accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools pending approval of the proposed programs. Graduates of the program are not required to seek licensure.

Program Information

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

The Urbana Theological Seminary Catalog provides a description of the degree program requirements, objectives, schedules of tuition, fees, refund policy, and other expenses necessary to complete of the proposed programs.

Staff Conclusion. The staff concludes that Urbana Theological Seminary and the degree programs proposed in the above item 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 Ashford University Authorization to Operate and Authorization to Grant the Bachelor of Business Administration in the Western Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Harrington College of Design Authorization to Grant the Associate of Applied Science in Digital Filmmaking, the Master of Arts in Interior Design, and the Master of Interior Design in the Chicago Region, subject to the

institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Kaplan University Authorization to Grant the Bachelor of Science in Communication, the Bachelor of Science in Criminal Justice, the Bachelor of Science in Information Technology, the Bachelor of Science in Legal Studies, the Bachelor of Science in Networking Technology, the Bachelor of Science in Paralegal Studies, the Bachelor of Science in Nursing, the Bachelor of Science in Software Development, the Master of Arts in Teaching and Learning, the Master of Education, and the Master of Science in Criminal Justice in the Chicago Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Northern Baptist Theological Seminary Authorization to Grant the Master of Arts in Christian Ministries and the Master of Divinity in the Fox Valley Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Rosalind Franklin University of Medicine and Science Authorization to Grant the Doctor of Philosophy in Interprofessional Healthcare Studies and the Doctor of Science in Interprofessional Healthcare Studies in the North Suburban Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Solex Academy Authorization to Operate and Authorization to Grant the Associate of Applied Science in Accounting in the North Suburban Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Trinity Christian College Authorization to Grant the Bachelor of Science in Business, Bachelor of Science in Business Communication, and Bachelor of Arts in Teacher Education in the Chicago Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Urbana Theological Seminary Authorization to Grant the Master of Arts in Religion and the Master of Divinity in the Prairie Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.