

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

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Action Requested: That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

Not-For-Profit:

Erikson Institute

- Master of Social Work in the Chicago Region

Trinity College of Nursing & Health Sciences

- Bachelor of Science in Health Sciences in the Western Region
- Master of Science in Nursing in the Western Region

Walther Theological Seminary

- Seeking Operating Authority 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 one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

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

Erikson Institute
451 North LaSalle
Chicago, Illinois 60654-4510
Chief Executive Officer: Samuel J. Meisels

Proposed Program Title: Master of Social Work in the Chicago Region

Projected Enrollments: Erikson Institute projects enrollments of 15 students in the first year rising to a maximum of 65 students by the fifth year. The program seeks to start operations in the Fall of 2014.

Institutional Accreditation: Erikson Institute is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Institute will also seek accreditation from the Council on Social Work Education (CSWE) prior to offering the program.

Background and History

Erikson Institute (the Institute) was founded in 1966 in Chicago in response to the critical need for early childhood professionals to staff Head Start and other emerging programs for young children. In 1993, the Institute became independent of Loyola University and received operating and degree-granting authority from the Board of Higher Education. The Institute offers master's degrees and graduate certificate programs. The Institute is also actively involved as a community partner with schools, child care agencies, health care organizations, advocacy groups, and social service providers. In the Fall of 2010, the Institute reported an enrollment of 276 students. Erikson Institute is seeking authorization to offer a Master of Social Work (MSW) in the Chicago Region.

Mission and Objectives

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

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

The proposal is consistent with the Institute's mission of being "an independent institution of higher education that prepares child development and family service professionals for leadership. Through its academic programs, applied research, and community engagement, Erikson advances the ability of practitioners, researchers, and decision makers to improve life for children and their families. The Institute is a catalyst for discovery and change, continually bringing the newest scientific knowledge and theories of children's development and learning into its classrooms and out to the community so that professionals serving children and families are informed, inspired, and responsive."

Curriculum/Assessment

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

Admission

Applicants to the MSW program must have completed a bachelor's degree from a regionally accredited institution with a minimum grade point average of 2.75 on a 4.0 scale and must have at least one year of practical experience, or equivalent, with young children and/or families in a supervised setting. Applicants are expected to display integrity, sensitivity, flexibility and adaptability. Applicants must possess the ability to consider the impact of context and culture on human behavior and development and the capacity to engage in reflective practice. International applicants must submit official translations of their academic transcripts and records, if the originals are not in English, as well as a course-by-course official credential evaluation by a recognized firm. Applicants whose native language is not English and/or whose previous education was conducted in a language other than English are required to submit official score reports from the Test of English as a Foreign Language or the International English Language Testing System as evidence of proficiency in oral and written English.

Curriculum

The MSW program will require students to complete 60 credit hours. The four key components to the curriculum are as follows: social work core courses, child development core courses, foundation field instruction and seminars, and advanced concentration field instruction and seminars. The program will offer concentrations or specializations in Children and Families and School Social Work. Other concentrations may be added following achievement of CSWE accreditation. Graduates of the program will develop competence in the ten core competencies and associated practice behaviors required for generalist social work practice. They will also develop competence in the additional practice behaviors required for advanced practice with children and families or school social work. The curriculum as presently defined consists of 25 courses. Six of the courses are drawn from Erikson's child development curriculum. These include courses in Human Development, Family & Culture, Research Methods, Physical Growth and Development, and two courses in Development of Cognition and Language. The remaining 19 courses are entirely new or, in three instances, adapted from existing courses. Students choose from two advanced practice courses depending on their concentration. These courses include courses in Social Work, Human Behavior, Working with Individuals, Families and Groups, Working with Organizations and Communities, History of Social Welfare and Social Policy, Children, Families, and the Law, Advanced Practice with Children, Biopsychosocial Perspectives I & II, and Advanced Practice with Children, Parents, and families or School Social Work.

Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. To ensure its academic programs are of the highest quality, the Institute implements a comprehensive, integrated assessment system. The system is administered by the director of institutional research and the assessment committee, which is comprised of faculty and academic administrators. The MSW program will be evaluated by the same system. In addition, to comply with CSWE's requirements, Erikson will implement a detailed assessment of student outcomes, tied to the practice behaviors identified above. Program outcomes are developed and ten detailed core competencies and related practice behaviors have been identified for each competency. Courses are aligned with outcomes and are measured in a variety of ways through assignments.

Program Assessment

The Institute has established policies for program assessment. In addition to student learning assessment methods, students anonymously complete course evaluations at the end of each course. Results are used by the senior vice president for academic programs, program directors, and course instructors to fine tune course instruction to better meet student needs and achieve program goals. To determine whether students have met Erikson's graduation requirements, the Institute has developed a system of culminating requirements, administered during the final year of the master's degree programs, to assess students' professional competencies in the three domains that characterize an Erikson education: 1) knowledge of child development; 2) practice of professional skills; and 3) critical reflection. The goal of this system is to determine each student's overall degree of competence in each of the three domains upon graduation. The system ensures that all master's students achieve an acceptable level of competence in each area. The system is designed to present a balanced, overall view of students' professional preparation.

Facilities (space, equipment, instructional materials)

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

Erikson Institute is housed in a new campus facility, completed in 2008. The campus is comprised of 75,400 square feet of custom-designed space in a new ten-story mixed use office building in the River North area of downtown Chicago. Erikson occupies floors two, three, and four of the building and has its own ground-floor lobby. The campus includes classrooms, seminar rooms, student lounge, a commons, a library, as well as faculty, administrative, and research office space. The MSW program will be sustained by the same infrastructure – both human and technological – that Erikson built to support its existing academic programs. Students have wireless access to the Internet throughout the campus. Classrooms are equipped with in-floor outlets so students can plug in their laptops. In addition, the Institute has approximately 60 desktop and laptop computers for student use, distributed among the library, computer lab, and training room. Videoconferencing capacity is built into one of the classrooms and a seminar room.

All Erikson courses – campus-based and online – have an online component (EriksonOnline) supported by the latest version of the Blackboard Learning Management System. Erikson's distance learning staff provides one-on-one training as well as web-based tutorials for both faculty and students on the use of all relevant technical systems supporting instructional programs.

Erikson's library occupies 8,200 square feet of space, which includes a circulation desk, a reading room, stacks, four teaming rooms, and a staff workroom. The stacks are designed to hold approximately 60,000 monographs. The library currently holds 24,515 titles (30,288 volumes) across a broad range of subjects that support our curriculum. These materials include A/V resources and assessment measures and tests. The Institute holds subscriptions to several major journal article indexes and databases, including Ebsco's Academic Search Premier, PsycINFO, PsycARTICLES, Tests in Print, Mental Measurements Yearbook, Child Development and Adolescent Studies, ERIC, HAPI (Health and Psychosocial Instruments), and the Women & Social Movements collection of primary source materials relating to women in social movements in U.S. history. The library subscribes to the ebrary Academic Complete collection of electronic books, which provides electronic books in all subjects, including over 4,100 titles related to social work, social welfare, women, children, and families.

The Institute currently subscribes to approximately 60 individual journal titles that support existing programs, including seven courses that are part of both social work and existing programs. Through database subscriptions and large electronic journal package purchases (e.g. JStor and SAGE), they are able to provide access to 300 journals in social work and related topics.

Faculty and Staff

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

Ten of Erikson's regular faculty members will be assigned to teach in the MSW program. All but one is full-time faculty members. All faculty have terminal degrees in the field. All

future faculty hires will require that successful candidates have both a MSW from a CSWE-accredited program and an earned doctorate in social work, child development, developmental or clinical psychology, family studies, or related field. Additional hires during the first five years of the program include the Program Director and the Director of field instruction.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

The Institute will seek accreditation from CSWE prior to offering the program. Accreditation by CSWE is a four-year process, involving multiple steps and four separate visits by the Commission.

Social workers wishing to practice in the State of Illinois must apply for a license to the Illinois Department of Financial and Professional Regulation (IDFPR). There are two levels of licensure in Illinois: Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW). LSWs are authorized to engage in social work practice. LSWs may engage in clinical social work practice as long as it is not conducted in an independent practice as defined by law. One of the requirements to become a LSW is the individual must have a degree from a graduate program of social work approved by IDFPR or have a degree in social work from an undergraduate program approved by CSWE and have successfully completed at least three years of supervised professional experience as established by rule. LCSWs are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice. Among other requirements, a person wishing to obtain an Illinois license as an LCSW must successfully complete at least 3,000 hours of satisfactory, supervised clinical professional experience after receiving a master's degree in social work from a graduate program approved by CSWE.

Persons wishing to obtain an Illinois license as a school social worker must apply to the Illinois State Board of Education, Educator Certification Division, for the School Service Personnel Certificate endorsed for school social work. School service personnel certificates have five-year periods of validity and may be renewed. Among other requirements, successful candidates must hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by CSWE.

Program Information

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

student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

Trinity College of Nursing & Health Sciences
2122 25th Avenue
Rock Island, Illinois 61201
Chief Executive Officer: Susan L. Wajert

Proposed Program Title: Bachelor of Science in Health Sciences in the Western Region

Projected Enrollments: Trinity College of Nursing & Health Sciences projects enrollments of ten students in the first year rising to a maximum of 30 students by the fifth year.

Proposed Program Title: Master of Science in Nursing in the Western Region

Projected Enrollments: Trinity College of Nursing & Health Sciences projects enrollments of 18 students in the first year rising to a maximum of 75 students by the fifth year.

Institutional Accreditation: Trinity College of Nursing & Health Sciences is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

Background and History

Trinity College of Nursing & Health Sciences (the College) has maintained a presence in the Quad Cities for more than 100 years. The Nursing Programs trace their origins to Moline Public Hospital School of Nursing (1898), St. Anthony's Hospital School of Nursing (1899), Lutheran Hospital School for Nurses (1916), and United Medical Center School for Nurses (1989). In the late 1930s advances were made in the medical community and these three hospitals and their respective schools of nursing served Quad City residents. The Radiology Program began at St. Anthony's hospital in 1951 followed a year later by both Moline Public Hospital and Lutheran Hospital. The Respiratory Care Program was established in 1959 at Lutheran Hospital which later became known as Respiratory Therapy and in 2011 is known as the field of Respiratory Care. Respiratory Care is fully accredited by the Commission on Accreditation for Respiratory Care. In 1961 Moline Public Hospital began educating surgical technologists, which continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences. In 1972 Moline Public Hospital began educating

EMS providers, which continued as a tradition until 2011 when the program was discontinued by Trinity College of Nursing & Health Sciences.

As these schools grew and merged over the years, the nursing and allied health programs combined, formally creating Trinity College of Nursing & Health Sciences. The College enjoys an affiliation with Trinity Regional Health System (TRHS), a not-for-profit organization of hospitals, clinics and health care agencies serving Western Illinois and Eastern Iowa. TRHS provides education and clinical opportunities for the College's students. Many graduates choose to work within TRHS after graduating from the College. In the Fall of 2010, the College reported enrollments of 194 students in degree-granting programs. The College is seeking authorization to offer a Bachelor of Science in Health Sciences and a Master of Science in Nursing.

Institutional Completion Rates

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

The Trinity College of Nursing & Health Sciences is in the primarily associate granting, selective admission comparison group in Illinois. Cohort is based on those seeking an associates or undergraduate certificate only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
66.7%	44.4%	41.8%	2/14
<u>Undergraduate Completions</u>			
<u>per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
50.0	28.8	29.8	1/14

Note: This new section is a work in progress as staff begin evaluating institutions and presenting augmented write-ups for Board consideration based on criteria that were added for explicit consideration under recently-adopted revisions to IBHE Rules. In the detailed analysis of this proposal, staff and institutional representatives did not have the opportunity to address the data in this table nor any concerns the information might have raised.

Mission and Objectives

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

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

The proposal is consistent with the College's mission of being a private, single purpose institution that "incorporates innovative teaching and learning strategies in the development of health care professionals who promote the health of individuals, families, and communities." The College has identified three domains of learning: Knowledge, Proficiency, and Culture Care Values. Overall college outcomes and specific program goals are aligned with these three domains of learning and the competencies ascribed to each domain. The addition of the Bachelor of Science in Health Sciences and the Master of Science in Nursing degrees support the College's vision and mission of preparing health care providers for a global community. Additionally, the importance of life-long learning is supported by the addition of these two degrees.

Curriculum/Assessment

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

Admission

Applicants to the Bachelor of Science in Health Science program must show evidence of graduation from an accredited school of Radiography or Respiratory Care and must have current, unencumbered license/certification as a Radiographer or Respiratory Therapist. Applicants with an accredited diploma may be considered and will be required to complete some additional courses.

Applicants to the Master of Science in Nursing must provide official transcripts providing evidence of baccalaureate completion from a National League of Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited institution with a grade point average of at least a 3.0 on a 4.0 scale. Applicants must also provide proof of a current unrestricted professional registered nursing license and provide three letters of recommendation, complete an interview with nursing faculty, have completed at least one year of nursing practice, have a current CPR certification card, and submit an educational and career goals personal statement.

Curriculum

Bachelor of Science in Health Sciences

This Bachelor of Science in Health Sciences program is designed for students with a previous associate degree in radiography or respiratory care. This completion-type of program allows graduates of an accredited allied health program the ability to earn a bachelors degree in the area of health sciences. This degree can be completed by graduates of allied health programs other than radiography and respiratory care if the professional program of study was professionally accredited and resulted in successful licensure or certification of the student/graduate. The program builds upon the allied health professionals previous education and work experience. The program may award graduates of accredited allied health programs 75-77 credits for general education and major coursework that led to professional licensure/certification. Students will complete an additional 15 credits of general education coursework and 30-32 credits within the health sciences major for a total of 122 credits. The additional credits in health sciences include courses in Education Principles in Health Care, Health Care Delivery Systems, Health Care Leadership, Managerial Communication, Health Science Research, Ethics for Health

Care Professionals, Accounting Basics for Health Care Professionals, Clinical Internship, and Health Science Research Seminar.

Master of Science in Nursing

The Master of Science in Nursing (MSN) program will offer two specialty tracks/options: Nursing Education and Nurse Leadership in Health Care Systems. Both MSN options can be completed in 36 credits of graduate study. Eighteen credits of each 36 credit specialty option are considered core courses and are common to both the MSN in Nursing Education and the MSN in Nurse Leadership in Health Care Systems. Each specialty option requires a total of three credits of practicum experiences. The common 18 credits include courses in Organizational & System Leadership; Healthcare Policy, Trends, and Issues; Nursing Theory & Evidence-Based Practice; Health Promotion of Individual Families, and Groups; Informatics & Health Care Technologies; and a Master's Thesis or Project.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Each academic program maintains an assessment plan which focuses on student achievement of course outcomes, program goals, and ultimately the mission of the college. Specific course outcomes are derived from program goals. Specific program goals are ultimately derived from the college mission and the three college competencies/domains of learning. All three domains – knowledge, proficiency, and culture care values – are measured via course-embedded assessments referred to as Course Summaries. In addition to assessing course outcomes and program goals, each programs assessment plan monitors course completion rates, student satisfaction (within each course as well as college-wide), graduation rates, graduate satisfaction, alumni satisfaction (six to nine months post-graduation), and employer satisfaction with graduates. Student learning will be measured using the outcomes listed within each course as described in course syllabi. Course outcomes are derived from the MSN program goals. Course Summaries and the Assessment of Learner Achievement plan (MSN Assessment Plan) will be used to measure, assess and improve student learning, instruction and the curriculum. Each course will provide learning strategies designed to elicit and expand critical thinking abilities. Each course syllabus will clearly describe grading criteria and required learning activities.

Program Assessment

The College has established policies for program assessment. The College's collaborative governance structure supports four standing committees: Institutional Effectiveness, Curriculum, Faculty Affairs, and Student Affairs. The Institutional Effectiveness committee maintains oversight of the college-wide Institutional Effectiveness Plan and Assessment of Learner Achievement Plan. This Institutional Effectiveness Plan includes regular review of program curricula and teaching effectiveness through the use of benchmarked evaluation methods and measures. The Curriculum Committee's review of course guides provides additional, multi-disciplinary input on course content in the context of the College program offerings. Additionally, each program within the College conducts monthly meetings and an annual Academic Program Review.

Courses within each College program are evaluated by the course coordinator and teaching faculty at the end of each semester. This is accomplished through the Course Summary method. An Assessment Coordinator is assigned to each academic program. This individual

maintains oversight of the programs assessment activities. Assessment forms the basis for making changes within a given program or course. The Graduate Program Coordinator will assume the responsibility of MSN Assessment Coordinator.

Facilities (space, equipment, instructional materials)

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

Trinity College is located in an eight year old, one-story, 20,000 square foot building which was specifically designed and constructed for the College by Trinity Medical Center (TMC) in 2003. The college portion of the building (approximately 18,000 square feet) contains five classrooms, three learning labs (nursing and health sciences), a computer lab, one student study/reference/media room, faculty and administrative offices, two meeting rooms, a commons area for events and student interactions, a secure file room for student records, and a break room for faculty and staff. Attached to the college, in a separate facility, is a 4,000 square foot daycare center that serves the children of medical center staff and college staff/students. The college building is located on the campus of TMC, adjacent to clinical facilities and the health sciences library (which is located within the West Campus of TMC). The largest classroom can comfortably seat 65 students at tables for note-taking, or 125 without tables; one classroom seats 35 at tables, one classroom seats 48 at tables, and two smaller classrooms seat 12-15 at tables. All classrooms have computer/Internet and WiFi connectivity; all of the classrooms have a Sympodium projection system and SmartBoard technology. The college is equipped with WiFi. Currently there are three laboratory spaces (nursing, radiography, respiratory care). A new lab will be constructed in 2012-2013 for the radiography program. This lab will be energized (equipped with functioning equipment) in a phased approach over the following three years (2014-2017). The nursing lab will be expanded to accommodate expansion of high fidelity simulation equipment and potentially expanded enrollment. The respiratory care physical lab space will also be extended.

Trinity College has the necessary equipment to offer both programs and has nursing and allied health laboratories that are well equipped. The computer lab has 21 computers. All computers are connected to the Internet and have access to the electronic resources of TMC and the Trinity Health Sciences library (search engines, nursing consult, MD consult, and Mosby's Skill Library). The computer lab is shared with TMC for computer skills training for health system staff; faculty members have priority in reserving the lab for course use. This lab has numerous computer assisted instruction (CAI) materials for use by students. Most CAIs are installed on computer lab computers, but some CAIs (that do not have site license agreements), CD-ROMs, and all VHS cassettes are kept on reserve with the college secretaries.

The Health Sciences Library, located in Trinity Medical Center, Rock Island Campus, is located immediately adjacent to Trinity College and serves the college as well as the medical center. The library is a reference and information center for the fields of medicine, nursing, allied health, health care administration, and consumer health. This library is known as the premier health sciences library in the Quad Cities area and is well utilized by Trinity College students as well as student of surrounding health sciences education programs. The Trinity Library is focusing future purchases on site licenses to electronic journals, books, and databases because these electronic materials are available for unlimited concurrent use for Trinity students and employees, and these electronic materials are accessed throughout the Medical Center in the College and anywhere Trinity students and employees can access the Internet. Research

resources for master's programs are our current priority; the Trinity library has long maintained a collection of research resources for master's-level students, and we continue to add books and journals to this collection.

Faculty and Staff

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

The College has identified policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the College. Faculty teaching in the bachelor's degree has master's degrees and those teaching in the master's programs have doctorates in the field or related fields. A formal faculty evaluation process is in place at the College.

Fiscal/Personnel Resources

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

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

Accreditation/Licensure

Trinity College will seek professional accreditation for the MSN program from the Commission on Collegiate Nursing Education (CCNE). *The Essentials of Master's Education in Nursing* (CCNE, 2011) was used in the development of the MSN program. These guidelines/essentials form the core components for accreditation of master's level programs through CCNE. CCNE has been informed of Trinity College's intent to seek approval from the Illinois Board of Higher Education for approval of a Master of Science in Nursing program. The Dean at Trinity College has maintained ongoing dialogue with the CCNE liaison relative to the development of the MSN program. CCNE will conduct an accreditation visit at Trinity College once the first cohort has graduated from this proposed (and IBHE/HLC approved) program.

The licensure examination for professional registered nurses occurs through the National Council of State Boards of Nursing. It is referred to as the National Council Licensure Examination for Registered Nurses (NCLEX-RN). To be admitted to the proposed MSN program the applicant will be required to be a licensed registered nurse. One of the MSN admission requirements indicates the applicant will be a licensed professional registered nurse who has successfully passed the NCLEX-RN.

There is no professional accrediting body for the Bachelor of Science in Health Sciences degree and students entering the program will have already completed the licensure/certification examination specific to the chosen allied health specialty.

Program Information

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

The College's catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation.

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

Walther Theological Seminary
2155 North Oakland Avenue
Decatur, Illinois 62526
Chief Executive Officer: William Brock Abbott

Seeking Operating Authority: Prairie Region

Projected Enrollments: Walther Theological Seminary projects enrollments in degree programs of three to seven in each of the first five years of operations.

Institutional Accreditation: Walther Theological Seminary (the Seminary) plans to seek accreditation with The Association of Theological Schools in the United States and Canada. The Seminary may not apply for accreditation until it has granted degrees, so the process will likely take at least an estimated six years.

Background and History

In 2004 the members of Pilgrim Lutheran Church in Decatur, Illinois (the Pilgrim) voted to leave the Lutheran Church-Missouri Synod in order to become an independent Lutheran congregation. A year later, Pilgrim co-founded the United Lutheran Mission Association, a not-for-profit corporation that directs the resources of existing Lutheran congregations in order to establish new independent Lutheran congregations throughout the United States. As Pilgrim looked to its own future and the future of the association, it realized the need for training pastors and missionaries. Late in 2009, at the direction of Pilgrim's Church Council, legal counsel was sought to determine the requirements to properly establish a seminary that would be recognized as credible and would afford its graduates degrees that would be considered legitimate, and also to determine the estimated parameters in terms of time and cost. A Seminary Exploratory Committee was created to determine the feasibility of a seminary at Pilgrim. At the direction of the Voters of Pilgrim, Walther Theological Seminary was organized as a not-for-profit corporation in 2010.

The Seminary is seeking authorization to operate as a degree-granting postsecondary institution in the Prairie Region.

Mission and Objectives

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

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

The proposal is consistent with the Seminary's mission of being "a Lutheran institution dedicated primarily to the training of pastors and missionaries. Secondly, the Seminary offers education toward proficiency in Lutheran theology to laity and professional church workers." It is the goal of the Seminary to have a formal institution by which ministers entrust the body of teaching to those who aspire to be ministers in order that the Church may appoint them to the one Gospel-ministry. The goal of the Seminary is to not only provide certification into the ministry, but also to provide a legally recognized degree that will demonstrate to all who may inquire what the student has accomplished at Walther Theological Seminary was a legitimate academic endeavor.

Curriculum/Assessment

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

Admission

All applicants for the Master of Divinity program are required to complete an admission form and a background check authorization form; submit transcripts from previous college or theological seminary; submit Graduate Record Examinations scores; submit two letters of recommendation, one from a pastor of a home congregation, and one from a lay leader from the home congregation; and pay a \$50 application fee. A male who wishes to enroll in the Master of Divinity degree program must have a bachelor's degree from an accredited college or university with a minimum cumulative grade point average (GPA) of 2.25 on a 4.0 scale. He must be a member in good standing of an orthodox Lutheran congregation for at least three years. If married, his wife must also be a member of the same church and supportive of his application and desire to be a pastor in the Lutheran church.

All applicants for the Master of Arts program must submit the same material as for the Master of Divinity program above but must include a third letter of recommendation. The applicant must have had a minimum of a 2.25 GPA on a 4.0 scale.

Curriculum

Once granted approval by the IBHE to operate in the Prairie Region, the Seminary plans to seek IBHE's authorization to offer the following programs: Master of Divinity and a Master of Arts in Theology. The Seminary is aware its degree programs must be approved in the Prairie Region one year prior to degrees being awarded in the Region.

The Master of Divinity degree program is especially designed to equip qualified males who desire to be ordained into the ministry of the Evangelical Lutheran Church. Designed to thoroughly prepare men to be ordained ministers, there is a balance between scholarship and practical application.

The Master of Arts degree program is designed for anyone who desires to gain proficiency in Lutheran theology as well as for those who hope to excel in church work such as a parochial school teacher, deaconess, and director of Christian education.

Assessment of Student Learning

The Seminary has established policies for assessment of student learning outcomes. Learning objectives have been developed for both programs. Instructors play the most important role in the objective evaluation of student progress and achievement. Students are evaluated formally by traditional academic tools such as examinations, papers, and workshop activities. They are also formally evaluated by their field education supervisor.

Program Assessment

The Seminary has established policies for its program assessment and review. In order to achieve successful program and student outcomes, the Seminary believes faculty and students must be evaluated and understood in such a way that a bridge will form between the two which will facilitate mutual improvement and overall excellence. Before each academic year, faculty will be required to go through an orientation which will consist of an overview of the student population, the logistics of the year, the importance of what they are doing, the attitudes they are to convey, and their obligations. Faculty members are required to mentor and tutor their students according to individual needs. At the end of each year, faculty will be required to attend a debriefing where their reflections and feedback will help chart the next year. At the end of the first year and every three years following, faculty will be evaluated by an evaluation team that will review instructional methods, faculty-student relationships, and professionalism. Students will be invited to relate their experiences and give their suggestions for the next year. Ongoing feedback beyond the academic years will continue as congregations continue to relate to the Board of Trustees the strengths and weaknesses of Seminary graduates.

Facilities (space, equipment, instructional materials)

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

The Seminary has been granted, at no cost, the use of the facilities of Pilgrim Lutheran Church. It consists of a sanctuary, narthex, office wing, educational wing, gymnasium, kitchen, bathrooms, library space, access to technology, and sufficient storage. The last risk control survey of the facility under Church Mutual Insurance Company took place in March of 2011. The facility is in compliance with their standards. All improvements are done according to local, state, and federal ordinances, including the Americans with Disabilities Act.

The Seminary presently has all the equipment needed to support the planned programs such as classrooms, chairs, tables, marker boards, podiums, office supplies, and necessary technology and support. The Board of Trustees will be purchasing a learning management system such as “joule moodlerooms” which will include the necessary training for faculty that

they might easily navigate through the system. This system will facilitate onsite and online learning.

Library resources will be provided to the students through a physical and electronic library on campus, and the Seminary will have access to two libraries in that community. Currently, the Seminary's physical library has 2,013 books as well as access to ten periodicals and 84 media items. The electronic library, which will include the purchase of laptops, tablets, and additional software and Internet access, will add an additional 1,500 books and onsite access to other Internet resources. Furthermore, the Seminary's students will have access to the library at Millikin University located four minutes away. This library has an extensive section on theology that incorporates Lutheran theology with many alternative viewpoints, as well as holdings in history, philosophy, music, psychology, and sociology. The entire faculty at Walther Theological Seminary has access to two Lutheran theological libraries, one in Missouri and the other in Indiana.

Faculty and Staff

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

The Seminary has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, in order to provide instruction at the Seminary. Faculty has Master of Divinity degrees, considered the terminal degree in the field. A faculty evaluation process is in place at the Seminary.

Fiscal/Personnel Resources

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

The Seminary projects revenue will exceed expenditures in each of the first five years of operations. Revenues will come primarily in the form of donations as no tuition will be collected from the Master of Divinity students and only a small charge will be placed on the Master of Arts students.

When Pilgrim Lutheran Church voted to establish the Seminary, its Voters Assembly also implicitly agreed to ensure its financial viability. The resources of Pilgrim Lutheran Church run deep and its commitment to the Seminary it founded is unwavering. Presently, Pilgrim maintains cash balances approaching \$1 million and it has no debt. Pilgrim's annual budget for 2012 will approach \$700,000, which includes at least \$80,000 for mission work. In addition to its vast cash resources, Pilgrim Lutheran Church owns its facilities unencumbered by any debt, as well as six residential homes. The value of Pilgrim's real estate exceeds \$3.9 million.

Operating accounts of the Seminary currently have balances in excess of \$125,000, which, in light of the projected expenditures, would allow the Seminary to operate several years without any additional contributions. The Board of Trustees, however, expects that donations and contributions to the Seminary will increase when operating authority is granted by the IBHE. Beyond this, the Board of Trustees has secured a \$200,000 line of credit with a local financial

institution, secured by Pilgrim assets, to use in the event of any emergency or other unforeseen event.

The Voters Assembly at Pilgrim Lutheran Church has allowed the Seminary, its faculty, and its students unlimited use of its facilities, which includes classroom space. This allows the Seminary to avoid the cost of facility acquisition or rent and frees up the Seminary's resources to acquire and use a computer-based learning management system and continue to increase the size of its library. Additionally, the Seminary has assembled a faculty willing to teach without additional remuneration or compensation.

Accreditation/Licensure

The Seminary plans to seek accreditation with The Association of Theological Schools in the United States and Canada. The Seminary may not apply for accreditation until it has granted degrees, so the process will likely take at least an estimated six years.

Program Information

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

The Seminary's catalog provides clear and accurate information regarding policies, admissions procedures, tuition, fees, and refund policies. The materials identify mission statement, objectives, and program and course requirements.

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

The staff recommends adoption of the following resolutions:

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

The Illinois Board of Higher Education hereby grants to Trinity College of Nursing & Health Sciences Authorization to Grant the Bachelor of Science in Health Sciences and the Master of Science in Nursing in the Western Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Walther Theological Seminary the Certificate of Approval and Authorization to Operate in the Prairie Region subject to the

institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

