

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 including a new off-campus site, 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 Board of Higher Education approves recommendations to grant operating and/or degree-granting authority to the following institutions:

Benedictine University

- Master of Arts in Education in the Central Region
- Master of Education in the Central Region

McKendree College

- Master of Business Administration in the Southern Region

Missouri Baptist University, Southwest Region

- Bachelor of Science in Accounting
- Bachelor of Science in Management
- Bachelor of Science in Administration of Justice
- Bachelor of Science in Human Services
- Bachelor of Science in Sport Management
- Master of Business Administration

Robert Morris College

- Associate of Applied Science in Nursing
- Associate of Applied Science in Surgical Technology in the West Suburban and Central Regions

St. Augustine College

- Bachelor of Arts in Psychology

Taylor Business Institute

- Associate of Applied Science in Criminal Justice and Security Administration

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 new off-campus site, 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. Off-campus sites are defined as sites located within an IBHE approval region other than the region within which an institution's main campus is located. 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 six institutions.

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

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

Background and History. Benedictine University was founded in 1887, chartered in Chicago by the State of Illinois in 1890, and later moved to Lisle. The University became fully coeducational in 1968. The fall 2005 enrollment was approximately 3,400, including students in several master's degree programs and a single doctoral program.

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 titles imply.

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.

The University states that “distinguished and guided by its Catholic and Benedictine tradition and heritage, [it] is committed to liberal arts and professional education in order to prepare its students for a lifetime as active, informed, and responsible citizens and leaders in the world community. Benedictine University intends to continue to serve adult students as well as traditional age students in the most effective manner. The University continues to provide traditional liberal arts undergraduate and professional graduate programs while reaching out to the needs of the growing number of working adults who are returning to or entering higher education in order to advance their careers.”

Benedictine University now proposes to offer the Master of Arts in Education (M.A.Ed.) and the Master of Education (M.Ed.) on the campus of Springfield College in Illinois (SCI) in the Central region. According to the University, the intended audience for the M.A.Ed. with the Elementary Education concentration will be those individuals who want to become teachers and already hold a bachelor’s degree in a subject area. Certified teachers seeking to enhance their credentials with the Reading and Literacy concentration will pursue the M.Ed.

Enrolling students in Springfield is in keeping with the University’s mission related to adult students and furthers the University’s efforts to complement SCI’s offerings at the lower division level

Curriculum/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

The proposed programs are intended to be delivered in a cohort model, with a minimum of 10 students required to start a new cohort. However, the University is committed to seeing all students through to completion regardless of the level of attrition within a cohort. The University also plans to build in flexibility allowing a student who might have to miss one of the courses to pick up the course in a subsequent cohort. Prior to applying for admission to the teacher education programs, students are required to complete two courses – Preclinical Experience and Ethics, Education and Social Change. In addition, students are required to pass the Illinois Certification Testing System’s (ICTS) Basic Skills Test, and the Content-Area Test.

For entry into the graduate program(s), students must provide the following: official transcripts from all previous colleges attended; three letters of reference; a one-page statement of educational and career goals; and applicable test scores. Students entering the M.A.Ed. are required to submit test results from the GRE or the MAT. The minimum G.P.A. on previous college coursework is 3.0 for unconditional admission. Students with a G.P.A. of 2.5 to 2.99 are required to participate in an interview to determine their eligibility for admission on a conditional

basis. Once admitted to the program(s) students are required to successfully meet additional requirements through six checkpoints to progress through the program.

These requirements are identical to those of native Benedictine students seeking entry to the on-campus program.

Curricula

Master of Arts in Education (M.A.Ed.)

The curriculum in the M.A.Ed. offers a Type 03 teaching certificate in elementary education. Students are required to complete a total of 38 semester credit hours including 25 semester hours of professional core courses, 205 clock-hours of practicum experiences and 12 weeks of student teaching. Students must also complete 71 semester hours of general education coursework to meet certification requirements for the Illinois State Board of Education. Included is an 18 semester hour concentration or a major in a single academic discipline. Courses specific to the elementary education concentration include Holistic Reading Strategies; Teaching Mathematics; Assessment and Corrective Reading; and Instructional Strategies across the Curriculum. Culminating experiences for the M.A.Ed. include student teaching and a Master's Thesis/Project.

Master of Education (M.Ed.)

The M.Ed. program includes the Reading and Literacy concentration. The program total of 33 semester hours of coursework includes 11 to 17 semester hours of professional core courses and 16 to 22 semester hours of specialized courses. Courses included in the M.Ed. cover Instructional Technology; Assessment and Corrective Reading; Multicultural Literature; Reading Research; Understanding Reading Process, Comprehension and Instructional Strategies, K-5 and 6-12; Reading/Writing Workshop; Leadership; Literacy Assessment; Content Area Reading and Writing; Inquiry, Technology and Integration; Research Methods; and Seminary/Research in Education. The curriculum for the M.Ed. in Reading and Literacy leads to a Type 10 Reading Specialist certificate.

Assessment of Student Learning

The University has a series of seven detailed checkpoints that students must meet to “(a) be admitted to the Teacher Education Program (TEP), (b) to maintain enrollment in the TEP, and (c) to successfully complete the program with Illinois teacher certification.” At each of these checkpoints students will be assessed to determine if they have attained the competencies necessary to continue in the program. The broad categories for the checkpoints include: 1) Admission into the Teacher Education Program; 2) Application to Student Teaching; 3) Admission into Student Teaching; 4) Completion of Student Teaching; 5) Completion of Degree/Program Requirements; 6) Completion of Certification Requirements; and 7) First Year Teaching. Master of Education students are also expected to complete a research project or thesis that must be defended before a panel of judges.

Program Assessment

Program assessment procedures are the same as those for on-campus programs, with department chairs/directors responsible to assess and oversee refinements of curricula. The

University has in place two assessment processes: an annual and a five-year program review and report.

The annual review requires that program chairs provide a report to the Associate Provost that details how programs in each department have been evaluated by both students and faculty. This annual review examines how students have evaluated the courses they have taken and the faculty teaching them. If a faculty member's course evaluations consistently fall below the level considered appropriate by the department, the faculty member is placed on notice that improvements are necessary.

The five-year review is part of an institution-wide policy on program assessment intended to further insure the effective delivery of quality programs to its students. Every five years, each of the University's programs is thoroughly reviewed with respect to curricular and faculty effectiveness, student satisfaction, resource requirements, as well as short-term and long-term program needs. This review is carried out by selected department chairs who are members of the University's Programs Council.

Facilities (space, equipment, instructional materials)

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

All classes will be delivered on the Springfield College in Illinois' campus, using the College's classrooms, library, and instructional equipment. As such, the facilities and equipment are suitable to the purposes of Benedictine 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.

The University has identified four full-time faculty members who will guide the proposed programs at the Springfield location. Additional adjunct professors will teach many of the methods courses. All faculty hired will hold at a minimum of at least one graduate degree and will meet University and North Central Association credential standards. Plans call for the addition of new full-time faculty by year two as required by program enrollment. In addition to periodic reviews by the Division Chair, students evaluate all faculty members at the conclusion of each course.

Fiscal/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.

Since the program will be delivered in the Springfield College facilities, no expenditures for facilities are anticipated. Benedictine University expects an initial target of 25 students per program in the first year. A minimum of ten students will be required to begin a new cohort. The University is committed to scheduling courses in a regular and timely fashion helping to assure that students will be able to complete the proposed program. Financial statements included with

the application indicate that the University has the necessary fiscal resources to support the proposed program.

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.

Since the proposed program is the same as that offered on-campus in Lisle and at Springfield College in Illinois, existing program descriptions will provide the basis for public information about the proposed offering in Springfield. The University's catalog lists all information germane to a student's decision to enroll in the University and program, including tuition and fee structures and refund policies.

Accreditation/Licensure

Students completing the M.A.Ed. in elementary education must be certified through the Illinois State Board of Education. Program completers satisfy the requirements for an Initial Type 03 K-9 Elementary Certificate. The curriculum for the M.Ed. in Reading and Literacy leads to a Type 10 Reading Specialist certificate. Benedictine University has an approved Illinois teacher preparation program.

Staff Conclusion. The staff concludes that Benedictine University and its proposed 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.

McKendree College

701 College Street

Lebanon, Illinois 62254

President: James M. Dennis

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

Background and History. McKendree College was founded in 1828 as the Lebanon Seminary. The school opened in two rented sheds with 72 students. In 1830, the name was changed to McKendree College after Bishop William McKendree, the first American-born bishop of the Methodist Church. The bishop later deeded 480 acres in Shiloh Valley, Illinois to support the College. In 1835, the College received one of the first charters to operate as a college by the Illinois legislature. The College now enrolls approximately 2,100 students.

McKendree College is seeking approval to offer the Master in Business Administration off-campus at the Rend Lake Market Place in the Southern approval region.

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(s) shall be congruent with the purpose, goals, objectives and mission of the institution.

McKendree College states that it “exists to promote the general interests of education and to qualify men and women to engage in the several employments and professions of society and to discharge honorably and usefully the various duties of life. In pursuit of this mission the College’s goals are to provide for all of its students a general education within the liberal arts tradition of Western civilization. It sponsors and fosters, as well, some of the pre-professional and professional curricula that fit the demands of the society in which its students are immersed. To this end, it organizes and makes available its academic resources in such a manner as to satisfy the educational needs not only of full-time students, but also of those whose varied responsibilities and present circumstances require special accommodation.” The title of the proposed degree program is consistent with other degree programs offering similar coursework.

Curriculum/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

Students seeking admission to the off-campus M.B.A. program must meet the same standards as those seeking to attend on-campus. Applicants must have earned a bachelor’s degree from a regionally accredited institution of higher education. Applicants with an undergraduate degree in a business field are assumed to have the prerequisite knowledge to begin the M.B.A. program. Applicants with undergraduate degrees in areas other than business will be required to complete foundation coursework or demonstrate competencies according to the institution’s practices. All applicants must complete and submit the application form, an essay, official transcripts, contact information for three references, and a current resume.

Curriculum

The foundation requirements for the proposed M.B.A. include accounting, economics, management-marketing and quantitative skills. Students entering the program without a baccalaureate degree in business may be required to complete the foundation series prior to starting in the graduate program.

Courses in the M.B.A. curriculum include: Accounting for Managers; Economics of the Firm; Business Research Methods and Applications; Legal Issues for Managers; Corporate Finance; Investments and Financial Markets; Electronic Commerce; Customers and Competitive Advantage; Marketing Management; Global Organizations and Management; Stakeholder Management and Ethics; and a capstone course, Corporate Strategy and Leadership. Enrollment in the program will be rolling so as to best serve the needs of working adult learners. The M.B.A. curriculum must be completed within six years of a student enrolling in the first course numbered MBA 600 or higher.

Assessment of Student Learning

Throughout the proposed program students are assessed using examinations, classroom presentations, and written reports. All programs of study in the College require completion of a capstone course by which students are expected to demonstrate mastery of the content of the program. The capstone course for the Master in Business Administration program is Corporate Strategy and Leadership. Projects and activities in the capstone course provide an opportunity to evaluate the oral and written skills of students, their analytical skills in evaluating business issues, and the student's ability to find and evaluate data. In order to graduate from the program, students must have a grade point average of 3.0 on a 4.0 scale, with no more than one grade of C in an MBA course numbered 600 or higher.

Program Assessment

All courses are currently evaluated using structured and open-ended questions at the conclusion of each course. Students use the evaluation to provide feedback, suggestions, and constructive criticism about the course, teacher, curriculum, and the overall administration of the program. The program director reviews the evaluations and provides feedback to the faculty member. The College has used this information to make adjustments to the format, content, and staffing of programs and the same practice will be followed for the proposed M.B.A. program. Alumni surveys will be conducted to determine how well the program prepared the student for entry or advancement in the job market.

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 proposed program will be offered at the Rend Lake Market Place, an instructional facility equipped with classrooms and access to technology. McKendree College currently offers additional degree programs at this location. Students in McKendree College programs have access to the library holdings of the main campus, local libraries, and other academic libraries via the College's participation in interlibrary loan programs.

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.

McKendree College intends to staff these programs with a combination of full- and part-time faculty from the main campus, as well as hiring adjunct faculty who have the same qualifications as on-campus faculty. The College anticipates that during the initial year, full-time McKendree College faculty will deliver 60 percent of the courses provided at the off-campus location. As the program matures, the College may rely more heavily on adjunct faculty, but still anticipates that at least 50 percent of the faculty teaching in the program will be full-time employees. Student support services will be provided by the Director of the AiM Program, a baccalaureate completion program that the College has delivered off-campus for some time.

Fiscal/Personnel Resources

Criterion 1030.60(a)(7) provide 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 College expects to begin offering the program with a minimum enrollment of ten students at the off-campus location. In the College's recruitment efforts for a Bachelor of Business Administration offered at the same location, 22 students requested that the College consider offering the M.B.A., an indication that the College is expecting enrollment in the program to grow. Budget information provided in the application projects an enrollment increase to 30 students each year in years three through five, with revenues covering expenditures to support the program.

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.

Program content, policies governing satisfactory academic progress, tuition and fee schedules, and refund policies will be the same as for the on-campus students, and these are delineated clearly in the College's catalog such that students have the necessary information to make informed decisions about enrolling in the programs.

Accreditation/Licensure

The business programs at McKendree College are accredited by the International Assembly of Collegiate Business Education (IACBE). The College has been in contact with the IACBE regarding the off-campus offering of the proposed M.B.A. and a site visit to the off-campus location may be included during the next accrediting visit. There are no licensure requirements for graduates of the proposed M.B.A.

Staff Conclusion. The staff finds that McKendree College and its proposed 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.

Missouri Baptist University
One College Park Drive
St. Louis, Missouri 63141
President: Dr. Alton Lacey

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

Background/History. Missouri Baptist University is an independent, co-educational liberal arts institution. In 1957, the institution opened a campus extension in St. Louis, Missouri with the support of Hannibal-LaGrange College. The University remained at its original location at Tower Grove Baptist Church for eleven years. In September of 1968, Missouri Baptist University relocated to its current location, which is an 81-acre site in St. Louis, Missouri.

The fall 2005 student enrollment at the university totaled 2,594 students. The institution is requesting operating and degree-granting authority for the Bachelor of Science degrees in Accounting, Management, Administration of Justice, Human Services, Sport Management, and a Master of Business Administration. The proposed programs will be offered in the Southwestern region in conjunction with Lewis and Clark Community College.

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 proposed programs for the Bachelor of Science in Accounting, Management, Criminal Justice, Human Services, Sport Management and the Master of Business Administration are consistent with the institution's mission to prepare students in programs of study leading to professional certificates, undergraduate degrees and graduate degrees.

Curriculum/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

Missouri Baptist University requires applicants to be high school graduates or have completed the General Equivalency Diploma. National test scores are requested of new applicants. A composite ACT score of 20 or SAT score of 950 is required. Transfer students must have at least a 2.0 grade point average. Applicants to the graduate program are required to have a bachelor's degree from an accredited college or university and have a minimum of a 2.75 grade point average.

Curricula

The proposed Bachelor of Science programs have been established through an agreement with Lewis and Clark Community College. Students admitted to the programs are required to have an Associates degree and will be expected to earn the additional credits from Missouri Baptist University to attain a minimum of 128 credits for degree completion. The Masters Degree program requires students to complete a minimum of 36 credits.

Bachelor of Science in Accounting

The Bachelor of Science in Accounting prepares graduates to work in accounting and in the area of performance auditing. The degree requirements include 32 credits in general education courses and 67 credits in the major. The accounting major consists of courses in the

following: financial accounting, managerial accounting, intermediate accounting, cost accounting, tax accounting, job skills, management, economics, business, marketing, and business communication. Upper division courses include governmental and fund accounting, auditing, advanced accounting, business ethics, strategic management, business law, information technology, and organization behavior and leadership. Additional university requirements include statistics, computer literacy, math or science electives, personal and community health, physical education, Biblical history, world literature, and interdisciplinary studies. Students will complete 128 credits for the Bachelor of Science in Accounting.

Bachelor of Science in Management

The Bachelor of Science in Management allows students to develop the knowledge and skills necessary for employment opportunities in middle-level management positions. The degree requirements include 32 credits in general education and 67 credits in the major. The management major includes accounting, management, marketing, economics, business, job skills, business communication, and 12 credits in the following upper division business courses: information technology, organizational behavior and leadership, small business management and managing organizational change. Students are also required to complete courses in the following: statistics, computer literacy, math or science electives, personal and community health, physical education, Biblical history, world literature, and interdisciplinary studies. The program requires the completion of 128 credits.

Bachelor of Science in Administration of Justice

The Bachelor of Science in Administration of Justice is designed to prepare graduates for entry-level positions in the field of law enforcement. Students will complete 39 credits in general education, 55 credits in the major, and 34 credits as required by the university. Courses in the major include introduction to criminal justice, crime prevention and patrol techniques, criminology, criminal law, corrections, court procedures, juvenile offender, criminal investigations, statistics, social problems and racial ethnic relations. Students are also required to complete an additional 34 credits consisting of courses in math or science electives, personal and community health, physical education, computer literacy, Biblical history, world literature, interdisciplinary studies, chemical dependency, death and dying and organizational behavior and leadership.

Bachelor of Science in Human Services

The Bachelor of Science in Human Services provides graduates with the knowledge and skill set to be productively employed in the human services field. The program consists of 38 credits in general education, 60 credits in the human services major, and 30 additional credits as required by the university. The major courses include: introduction to human services, policy and politics, social and behavioral science (24 credits), human services (18 credits), counseling, administration of justice and foundations of law. Other required courses include 8 credits in foreign language, social and behavioral science, health, computer literacy, physical education, Biblical history, world literature, and interdisciplinary studies.

Bachelor of Science in Sport Management

The Bachelor of Science in Sport Management provides students the knowledge and skills required in the organization and management of athletic programs. Students will complete

41 credits in general education, 48 credits in the major, and an additional 39 credits as required by the university. The program major includes courses in sport psychology, kinesiology, sport facility management, business ethics and organizational and behavior leadership. Students will also complete additional courses required by the university: biology, health, computer literacy, statistical mathematics, fitness and training, exercise assessment and physiology, Biblical history, world literature, and interdisciplinary studies.

Master of Business Administration

The proposed Master of Business Administration prepares graduates for leadership in business through the development of skills in targeted areas of business ethics, social attitudes, and business leadership. The program curriculum builds upon the “fundamentals of accounting, management and business administration” thus engaging student development in areas of critical thinking, leadership and ethical business practices. Students are required to complete 36 credits in the program. The required core consist of 24 credits in managerial accounting; management applications of information technology; executive communication; marketing; legal and ethical environments of business; business economics; organizational behavior; and leadership and financial management. The remaining credits consist of nine elective credits in management and business. Students are also required to complete a three-credit business capstone course in order to graduate.

Assessment of Student Learning

Missouri Baptist University has an established assessment structure that reviews student-learning outcomes through an analysis of student academic data. Faculty in each academic division are responsible for design, implementation and evaluation of student learning outcomes in all areas of academic study. Students are required to take examinations, produce portfolios and complete senior projects as part of the assessment process at Missouri Baptist University.

Program Assessment

Program assessment at Missouri Baptist University is evaluated through an academic affairs committee that has been developed to review curriculum, academic policies, and educational outcomes of the institution. This committee works in collaboration with faculty, division chairs and the provost to ensure institutional success in areas of review.

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 proposed programs will be offered in conjunction with Lewis and Clark Community College in the Southwestern region. Missouri Baptist University has provided a list of campus facilities that will accommodate the proposed programs. Facilities at Lewis and Clark Community College include classrooms, offices, libraries, computer laboratories, meeting facilities, and science laboratories. Reid Memorial Library will be available to students in the proposed programs. The library has a collection of over “40,000 volumes, 40 full-text periodical databases, 3500 electronic periodicals, videos, digital video discs, compact discs and other material to support classroom instruction, independent learning and research.” Students will also have access to the Missouri Baptist University Library.

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.

Missouri Baptist University has provided documentation demonstrating that its faculty and staff have the appropriate qualifications in academic credentials, training, and other areas associated with their field of instruction or service at the university. The university has submitted job descriptions, resumes, and information of faculty and administrators that adhere to this requirement.

Fiscal/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.

Missouri Baptist University has submitted fiscal projection plans indicating tuition revenues from the proposed programs of study will exceed operating expenditures within the first year of operations. The University has also projected that the proposed programs will not impact existing programs at the University.

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 catalog provided by Missouri Baptist University and the other published materials provides a thorough description of the degree programs, objectives, courses of study, and policies governing the organization and operation of the institution. Publication materials also provide information on institutional accreditation and limitations on course transferability from other institutions.

Accreditation/Licensure

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

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

Robert Morris College
401 South State Street
Chicago, IL 60605
President: Michael P. Viollit

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

Background and History. Robert Morris College was founded in 1965 as a private, not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. The College currently offers a number of associate degree programs and three bachelor's degree programs (Business Administration, Computer Studies, and Graphic Design) at its main campus in Chicago. The College is also authorized to grant several associate and bachelor's degrees in the Central, North Suburban, South Metropolitan, and West Suburban Regions.

Robert Morris College is requesting authorization to grant the Associate of Applied Science in Nursing at its Chicago campus.

Robert Morris College is also requesting authorization to grant the Associate of Applied Science in Surgical Technology in the West Suburban and Central Regions. Authorization to grant this degree in the Chicago approval region was approved by the Illinois Board of Higher Education in April 2004.

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.

The mission of Robert Morris College is to provide applied education to underserved and underrepresented populations. The majority of Robert Morris College students are first-generation college students who benefit from the highly structured Robert Morris learning environment. With the cooperation of prominent health care providers, the Nursing and Surgical Technology are consistent with the College's mission to emphasize applied education.

The proposed A.A.S. in Nursing is designed for underserved, non-traditional students in the Chicago area who may not be able to attend a full-time day program for two years to complete their degree. The program will prepare students for professional careers in the health care field as registered nurses (RNs).

The proposed A.A.S. in Surgical Technology degree is designed to prepare students to become allied health care professionals who work closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel delivering patient care and assuming appropriate responsibilities before, during, and after surgery in the operating room.

Curriculum/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

Minimum academic standards for admission to Robert Morris College include graduation from an accredited high school or a General Education Development diploma or certificate. High school and/or college transcripts must be submitted. Although the ACT examination is not a prerequisite for admission, the College strongly recommends that all applicants take the test. Students who enroll without having taken the ACT may be required to complete the exam while on campus.

Credit will not be accepted for remedial or developmental courses or for life experience. Courses accepted for transfer must be comparable to those taught at Robert Morris College and/or must be recognized by the Registrar as generally being applicable toward an associate or baccalaureate degree. Credit can be awarded to students who earn sufficiently high grades on Advanced Placement (AP) and College Level Examination Programs (CLEP). The College also provides College Proficiency Examinations that cover materials taught in college courses in particular subjects.

A.A.S. in Nursing

In order to be accepted into the nursing program, first year applicants must meet the following requirements:

- minimum high school GPA of 2.5 (on a 4.0 scale) or college transfer credit with a GPA of 2.5 (on a 4.0 scale)
- minimum ACT composite score of 21
- one year of high school algebra with at least a C average
- one year of high school biology with a lab, or two quarters of college-level general biology with a lab, and at least a C average
- One year of high school chemistry with a lab, or two quarters of college chemistry with a lab, and at least a C average. Science courses must have been completed within five years of application.
- Certified Nurse Assistants must demonstrate proficiency to be given credit for NUR 120: Introduction to Nursing

Transfer students must have a cumulative 2.5 GPA (4.0) scale and have earned a 2.5 GPA in the following sciences, if taken: anatomy & physiology, microbiology, and chemistry. Applicants who are Licensed Practical Nurses (LPN) must meet all of the above requirements, provide official documentation of graduation from an approved LPN program, reflecting a 2.5 GPA (4.0) scale and provide documentation of current LPN licensure.

All students accepted into the program will be required to show verification of satisfactory health, immunizations, health insurance, and assurance of physical capacity to perform nursing tasks. One letter of recommendation from a guidance counselor, teacher, or employer who can testify to the applicant's academic background or character is also required.

A.A.S. in Surgical Technology

Applicants must have earned a high school grade point average of 2.5 (on a 4.0 scale) and/or a minimum ACT composite score of 18. High school coursework in algebra and biology is recommended. Transfer students must have earned a “C” in the following sciences, if taken: anatomy and physiology; microbiology; and chemistry. In addition to these requirements, students interested in the Surgical Technology program must also meet the following requirements: drug screening and criminal background check; up-to-date immunizations; current CPR card; proof of health insurance; and liability insurance.

Curriculum

A.A.S. in Nursing

In developing the curriculum for the A.A.S. in Nursing, the College followed the guidelines of the National League for Nursing Associate Degree Educational Competencies, Illinois Department of Financial and Professional Regulation (IDFPR) nursing regulations, and the Pew Competencies for nursing education. The curriculum plan for the proposed program has been approved by the Board of Nursing in accordance with IDFPR regulations.

The proposed Nursing program requires 108 quarter hours distributed among the nursing major, 56 quarter hours; sciences for the profession, 16 quarter hours; and general education courses, 36 quarter hours. Sciences for the profession include anatomy and physiology, microbiology, and developmental psychology. The major courses include fundamentals of nursing care, mental health, pediatrics, maternal care, adult and critical care, and pharmacology. Students in the nursing program are required to complete nine clinical courses that have theoretical content coordinated with the clinical content. The first eight courses have an instructional component at the clinical site and maintain a 1:10 faculty-to-student ratio. In the ninth course students are placed with a nurse preceptor who has completed the College’s orientation to the preceptor role. Per IDFPR regulations, a 1:12 faculty-to-student ratio is maintained in this course.

Robert Morris College has entered into a collaborative agreement with the Sinai Health System that enables students to work as Certified Nursing Assistants upon completion of the first four quarters of full-time preparatory coursework and enrollment in one clinical course per quarter. Students who select this option will receive some tuition reimbursement through the Sinai Health Systems and upon successful completion of the program and passing the licensing examination, graduates will be considered for full-time employment and eligible to participate in the loan repayment program.

Clinical sites for the nursing program in the Chicago region include: Illinois Masonic Medical Center, La Rabida Children’s Hospital, Louis A. Weiss Memorial Hospital, Northwestern Memorial Hospital, Our Lady of the Resurrection Medical Center, Sacred Heart hospital, St. Joseph Hospital, St. Anthony Hospital, and Sinai Health System.

A.A.S. in Surgical Technology

The A.A.S. in Surgical Technology curriculum has been specifically designed to meet the standards and guidelines for an accredited education program in Surgical Technology through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The curriculum is based on the Core Curriculum for Surgical Technology, 5th Edition, which is the Association of

Surgical Technologies (AST) model curriculum that provides students with the maximum surgical case exposure.

The A.A.S. in Surgical Technology program requires 103-quarter credit hours for completion to be distributed among major and general education courses. The general education core requirement is 36 quarter hours and includes the following courses: Introduction to Communications; Composition 1; Composition 2; Argument, Analysis, and Research; Applied Mathematics; Introduction to Computer Information Systems; Microbiology; Literary Studies; and a four credit hours course in psychology. Upon graduation from the program, students will be prepared to sit for the professional certification examination to become a Certified Surgical Technologist (CST).

In addition to the College's general studies core curriculum, coursework in the program will cover anatomy and physiology, microbiology, and developmental psychology. Introductory and advanced professional courses will address the fundamentals of pharmacology, patient care, surgical instrumentation, and surgical procedures. During the program, students are enrolled in five surgical rotation courses totaling 45-quarter hours of credit. Each of these courses includes a required, non-paid surgical rotation in a clinical (hospital) setting under the guidance and supervision of a preceptor and a classroom component that includes both theory and practice. Each rotation consists of 150 hours for a program total of 750 hours, which is consistent with the model curriculum developed by the AST.

Clinical sites in the West Suburban Region include: Advocate Good Samaritan; Central DuPage Hospital; Elmhurst Memorial Hospital; Provena Mercy Center; and Rush-Copley Medical Center. Clinical sites in the Central Region include: Abraham Lincoln Memorial Hospital; BroMenn Regional Medical Center; Methodist Medical Center; Proctor Hospital; St. Francis Medical Center; and St. Joseph Medical Center.

Assessment of Student Learning

A.A.S. in Nursing

In order to complete the Nursing program, students must complete 108 quarter hours of credit, of which 36 are general education, 16 are in science courses requisite for the profession, and 56 are required clinical course hours. Program requirements for successful progression and completion include the following:

- Completion of entire program within eight consecutive calendar years
- Completion of all nursing course within four consecutive calendar years and graduate, or must repeat the program in its entirety
- Nursing courses are sequential and must be taken in the order prescribed in the curriculum plan
- Successful completion of nursing courses includes completion of all assignments; passing all examinations; achieving a passing grade on the clinical laboratory evaluation; and achieving a cumulative course grade of 75% or better
- Passing the math tests in each nursing course with a grade of 90 or better
- Demonstrating satisfactory level of performance for each skill in the college laboratory setting before entering the clinical laboratory

Upon successful completion of all program requirements and passing the final Health Education Systems Inc. (HESI) exam, graduates of the program are allowed to sit for the NCLEX-RN licensing exam which is required to become a registered nurse.

A.A.S. in Surgical Technology

The assessment of student learning in the proposed program will include both quantitative and qualitative measures and will follow the established assessment components used by the College's other associate degree programs, which include portfolio, testing, and indirect assessment measures. Portfolio assessment measures for students in Surgical Technology include surgical rotation course evaluations, based on daily preceptor surgical evaluation records. Testing assessment measures include student performance on a sample examination created as preparation for taking the National Certification Examination for Surgical Technologies and on the Program Assessment Exam that tests program coverage of the Core Curriculum for Surgical Technologists. Indirect measures include several mechanisms for gathering constituent input, including retention and graduation rates, student satisfaction surveys, placement rates, and employer surveys.

Program Assessment

A.A.S. in Nursing

The College will use a variety of assessment tools to measure both institutional and program effectiveness. Indirectly, many of these tools will also measure student success. Included are alumni survey results; employer surveys; job placement statistics; retention data; program advisory board input; graduate exit survey; National League of Nursing program review; evaluation of clinical sites; student scores of 85% on the Health Education Systems Inc. exams, taken throughout the program; and pass rates of 75% on the NCLEX-RN exam.

A.A.S. in Surgical Technology

The program objectives specific to the Surgical Technology major are based on AST guidelines and include the following:

- Understand and incorporate appropriate medical terminology into all aspects of patient care;
- Apply the theories and principles of basic and applied sciences including human physiology and surgical anatomy to the perioperative role of a surgical technologist;
- Exhibit proficiency in the theoretical and practical application of surgical aseptic technique, surgical procedures, and all aspects of patient care;
- Demonstrate by recognition and application fundamental concepts of pharmacology;
- Analyze the surgical case and environment and use this knowledge to identify and assume appropriate responsibility for patient care.

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 College has the resources to construct laboratories appropriate for clinical training in the Surgical Technology program at both the Peoria and DuPage campuses. The College will modify current microbiology labs so that they may also house the anatomy and physiology labs and will model the mock Surgical Technology Operating Room laboratory built at the Chicago campus. The new laboratory in Chicago will also be used to support the Nursing program.

Robert Morris College has submitted planned library resource additions to support both the Nursing and Surgical Technology programs, including video, CD-ROM, and standard reference books and periodicals. The college-wide learning resources collection currently exceeds 100,000 volumes, 600 periodical subscriptions, and 45 on-line databases. The Internet and wide-area network that supports the multiple-campus facilities of the College make these resources readily available to students. The library's Internet databases are also accessible from all computer labs and faculty office areas. Interlibrary loan services are made available through the College's membership in the Illinois Computer Systems Organization (ILCSO).

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.

A.A.S. in Nursing

According to faculty qualifications outlined by the Illinois Department of Financial and Professional Regulation, nursing faculty will have a master's degree with a major in nursing and licensure as a registered nurse with two years of professional experience in clinical practice. The student/faculty ratio for the clinical sections will be ten to one and the final clinical experience with nurse preceptors has a maximum student/faculty ratio of twelve to one. Based on anticipated enrollments of 30 students each year for the first three years, the College will hire three new full-time faculty members over the course of the first three years of the program. Selected faculty teaching in the medical assisting and surgical technology will also teach in the proposed nursing program. All new full- and part-time faculty are required to participate in a six-session orientation course sponsored by the College's Teaching Institute.

A.A.S. in Surgical Technology

The ratio of Surgical Technology students to faculty during the surgical rotation is twelve-to-one as required by the Accreditation Review Committee on Education in Surgical Technology (ARC-ST) for accredited programs. Qualifications of faculty include academic preparation at the master's degree level or above in the discipline in which they teach. In addition to academic qualifications, the College seeks faculty who also have practitioner experience. The credentials of all potential faculty members are reviewed by the Dean of the division. Once a candidate's credentials are approved, selection of faculty is done through a committee interview process. Final candidates are required to give a lecture before being extended an offer to join the College's faculty.

Fiscal/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 College's overall financial health and capability of implementing new initiatives is evidenced by its 3.0 composite score of financial responsibility (on a scale of 3.0) as defined by the U.S. Department of Education.

Expected enrollment in the A.A.S. in Nursing program is approximately 30 students the first year of program operation, with a maximum of approximately 66 students in the entire program.

For the A.A.S. in Surgical Technology, the College anticipates that 12 students will enroll at each of the branch campuses the first three years the program is offered, increasing to 16 new students at each site in years four and five. The College has the financial resources to support the program at both locations.

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 program requirements as outlined for inclusion in the catalog fairly represents the programs and its requirements, tuition and fees, and refund policies.

Accreditation/Licensure

A.A.S. in Nursing

The curriculum of the proposed A.A.S. in Nursing program is designed to meet the accreditation criteria of the National League for Nursing Accrediting Commission (NLNAC). Robert Morris College intends to seek this accreditation at the end of the first complete student cycle, when it will be eligible to do so. In accordance with the regulations of the Nursing Act, the College submitted a feasibility study, developed a comprehensive nursing curriculum, and had a site visit by Illinois Department of Financial and Professional Regulation representatives, resulting in approval of the program by the IDFPR. Continued program approval is contingent upon the College's submission of annual evaluation reports and demonstration of a minimum 75% pass rate for its nursing students on the NCLEX-RN.

A.A.S. in Surgical Technology

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is the umbrella organization for the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). Upon the recommendation of ARC-ST, CAAHEP accredits programs in Surgical Technology. CAAHEP, the American College of Surgeons (ACS), and the AST have established standards of quality for educational programs in Surgical Technology and guidelines for institutions seeking ARC-ST accreditation. Robert Morris College has used these standards and guidelines in the design and development of the proposed Surgical Technology program and plans to seek accreditation for the program as soon as it is eligible.

The agency that certifies graduates of Surgical Technology programs is the Liaison Council on Certification for the Surgical Technologies (LCC-ST). Only graduates of CAAHEP accredited Surgical Technology programs will be eligible to sit for the LCC-ST National Certification examination.

Staff Conclusion. The staff concludes that Robert Morris College and its proposed 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.

St. Augustine College
1345 W. Argyle Street
Chicago, Illinois 60640
President: Z. Clara Brennan

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

Background and History. St. Augustine College was established in 1980 to meet the needs of Hispanic adults in Chicago for bilingual, technological, and vocational education. The Illinois Board of Higher Education granted St. Augustine authorization to operate in 1980. Since that time, the College obtained authorization to grant a range of associate of arts and associate of applied science degrees, culminating with approval to grant the Bachelor of Social Work degree in 1997.

St. Augustine College is seeking approval to offer the Bachelor of Arts (B.A.) in Psychology on campus in the Chicago region.

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.

In its mission statement, St. Augustine College is described as “an independent, bilingual institution of higher education created...to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction, and to build a bridge to fill cultural, educational and socio-economic gaps.” St. Augustine is the only bilingual college in the region and the addition of the proposed B.A. in Psychology will enable the College to expand its program offerings to students who wish to pursue this degree in a bilingual setting. The proposed program is congruent with the mission and goals of the institution.

Curriculum/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

The college foresees a two step process: an initial indication (informal process) in which the student expresses an interest in the B.A. in Psychology at the onset of his/her academic program, and a formal selection process, later in the student's career, in which he/she has completed at least 24 hours of college credit. The admission requirements to the program are the following:

1. High school or its equivalent; or GED.
2. Completion of at least 24 college credit hours.
3. Cumulative GPA of 2.0 (4.0 scale).

The admission requirements for the proposed B.A. in Psychology are the same as those for other programs offered by the College: completion of a high school diploma or its equivalent; or demonstration of "ability to benefit" as determined by St. Augustine's Testing and Assessment Center. Specifically, the College Catalog states "Students who have not completed high school are eligible for admission as Ability to Benefit (ATB) Students, until the GED high school equivalency is obtained. Students must comply with the GED requirements by the time they have attempted 36 semester credit hours. Exceptions with the appropriate documentation of progress may be approved by the Assistant Dean for Advising." Students entering into upper division coursework in the proposed program will have completed the requirements for the GED and will have completed two years of lower division coursework.

Curriculum

The curriculum for the B.A. in Psychology includes 48 semester-credit hours of general education coursework; 48 credit hours of specialized core courses; and 24 credit hours of electives for a total of 120 semester-credit hours. Core required courses include: Adult Development and Aging; Social Psychology; Etiology of Substance Abuse; Theories of Personality; Tests and Measurement; Cross-cultural Factors in Mental Health; Stereotypes, Culture and Development; Behavioral Statistics; Experimental Psychology; Cognitive Psychology; Abnormal Psychology; and Introduction to Social Work. As a capstone course, students select either the Senior Seminar which requires students to conduct a "thorough exploration of an area of psychology in which they have an occupational interest and to present these findings, along with an examination of their own aspirations, in an APA-style review paper" or the Senior Seminar in Addiction Counseling. As a requirement in the Senior Seminar in Addiction Counseling, students are required to complete a 500-hour practicum.

Assessment of Student Learning

Assessment of student learning in the proposed program will be based on the learning goals and outcomes identified by the Task Force on Undergraduate Psychology Major Competencies that was appointed by the American Psychological Association (APA) Board of Educational Affairs. In various courses throughout the program, students are required to complete a number of research projects. In order to graduate, students must complete all required courses, achieve a GPA of 2.0 on a 4.0 scale, and complete a minimum of 32 hours of academic residency.

Program Assessment

St. Augustine College has in place a comprehensive system of assessing program curriculum and student learning outcomes. The institutional assessment plan has been approved by the Higher Learning Commission of the North Central Association of Colleges and Universities and provides multiple measures for assessment. The system facilitates the monitoring of course evaluations for existing courses and provides a feedback mechanism that can be used for continuous program assessment. All program assessment at St. Augustine College comes under the responsibility of the Office of Academic Affairs.

Facilities (space, e equipment, instructional materials)

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

Existing facilities, equipment, and instructional materials are adequate to support the proposed program. Additional library resources required for the upper-level psychology courses will be added to the collection based on the recommendations of faculty. St. Augustine College also participates in reciprocal agreements with other libraries that enable library staff to obtain needed resources for students via interlibrary loan.

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.

Qualified faculty members currently teaching in the Humanities, Behavioral, and Social Science Department at St. Augustine College will teach the core courses in the proposed program. The College does not anticipate the need to hire additional faculty until the seventh and tenth semesters that the program is offered.

Fiscal/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.

St. Augustine College has the fiscal and personnel resources to support the proposed program while continuing to support existing programs. The budget for the proposed program is based on an estimated enrollment of 20 students the first semester, increasing by five additional students for each subsequent fall semester.

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.

Draft program materials to be included in the College catalog provide detailed information regarding the program, potential career opportunities for graduates, and all relevant information regarding tuition, fees and other material facts likely to influence the decision of the student to enroll in the program.

Accreditation/Licensure

St. Augustine is regionally accredited. There is no required program accreditation for the proposed program, nor is licensure required of graduates of the program.

Staff Conclusion. The staff concludes that St. Augustine College and its proposed 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.

Taylor Business Institute
200 North Michigan Avenue
Suite 301
Chicago, Illinois 60601
President: Janice Parker

Institutional Accreditation: The Accrediting Council for Independent Colleges and Schools.

Background and History. Taylor Business Institute is an independent for-profit institution that was founded in 1962 as the Speedwriting Secretarial School of Chicago, Incorporated. The institution initially offered secretarial skills courses to Chicago area residents. In 1973, Taylor Business Institute offered secretarial and word processing diploma programs authorized through the Private Business and Vocational Schools Act administered by the Illinois State Board of Education. In 1983, the institution was granted authority to offer an Associate of Applied Science in Electronics Engineering Technology by the Illinois Board of Higher Education.

Taylor Business Institute currently offers associate degree programs in Computerized Accounting Technician, Electronics Engineering Technology and Medical Biller Specialist. The institution also offers diploma programs authorized by the Illinois State Board of Education in Accounting, Electronics Engineering Technology and Medical Secretary. Fall 2005 enrollment at Taylor Business Institute was reported at 95 students.

Taylor Business Institute is seeking approval to offer the Associate of Applied Science in Criminal Justice and Security Administration.

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(s) shall be congruent with the purpose, goals, objectives and mission of the institution.

Taylor Business Institute has a defined mission of working to empower diverse and underserved populations through the acquisition of general education, professional skills and technical degrees. The Institution indicates it will foster an environment that fuses technology, enhanced education and general education to contribute to the professional and personal growth of the educated person. The proposed Associate of Applied Science in Criminal Justice and Security Administration will complement the institution's mission by providing students a foundation in both general education and professional coursework to gain entry into the field of criminal justice and security administration.

Curriculum/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

Admission to Taylor Business Institute is based on the completion of a high school diploma or the GED. Placement testing is administered and students are enrolled in courses congruent to identified course assessment. Applicants are also expected to declare an enrollment interest specific to an associate degree or diploma program and work toward program completion.

Curriculum

A.A.S. in Criminal Justice and Security Administration

The Associate of Applied Science in Criminal Justice and Security Administration is designed to prepare students for a broad range of positions within the field of Criminal Justice. It will also provide education targeted specifically to the growing field of private security administration. The program requires a total of 99 quarter credits for program completion.

The major core requires 63 credits and courses include: Introduction to Criminal Justice, Introduction to Criminology, First Response and Emergency Procedure Seminar, Constitutional Law, Introduction to Corrections, Probation and Parole, Juvenile Delinquency/Juvenile Justice, Police Organization and Management, Philosophical Perspective on Crime and Punishment, Criminal Law, Criminal Justice Practicum Seminar or Firearms Safety and Procedures Seminar, Professional Ethics, Communications and Case Reporting, Criminal Investigation, Criminal Justice Research Practicum, Basic Security Concepts and Practices, Electronic Security and Surveillance, Homeland Security and Terrorism, and Defensive Tactics for Law and Security Enforcement.

The program requires 26 credits in General Education consisting of Business Communications, English Composition, Speech, Psychology, Physics, Physics Lab, and Topics in Applied Mathematics. Additional required courses include: Introduction to Computer and Information Systems; Criminal Justice and Security Administration Seminar; Employment Preparation; and Conflict Resolution, Mediation, and Conferencing Lab.

Assessment of Student Learning

Taylor Business Institute incorporates a comprehensive process for assessing student learning outcomes. A master syllabus provides the foundation for the scope and sequence of

student learning objectives. Students are evaluated in the classroom through observation, discussion and traditional academic testing.

Program Assessment

The assessment process at Taylor Business Institute includes decisions relating to the design, conduct and evaluation of the institution's degree programs based on the review of faculty, administration and the governing board of Taylor Business Institute. Additionally, student surveys and course evaluations are also conducted as a further means of program assessment.

Facilities (space, equipment, instructional materials)

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

Taylor Business Institute has identified facilities, equipment, and instructional material used to support the proposed program. The institution uses Harold Washington Library to supplement its own on-site collection and provides students with an orientation to access text, journals, and other research materials as a resource of the institution. The institution plans to seek additional access to educational materials through partnerships with OCLC, ILLINET, and the Metropolitan Library System. Taylor Business Institute has allocated funding for the annual acquisition of updated text and equipment to support the proposed program.

Faculty and Staff

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

Taylor Business Institute requires that new faculty have a Masters degree in the subject area of instruction. In specialized areas of instruction where a Masters degree is not available, a Bachelors degree and professional experience are required. Applicants are interviewed by the Dean of Academic Affairs, the Executive Director of the Office of Educational Effectiveness and the President to ensure applicant qualifications adhere to expectations of the institution. Applicants for teaching positions are also required to conduct classroom demonstrations as a part of the selection process.

Fiscal/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.

Taylor Business Institute has submitted fiscal plans indicating tuition revenues from the proposed A.A.S. in Criminal Justice and Security Administration will exceed operating expenditures within the first year of operation. The institution has also projected that the proposed program will support existing activities at the institution.

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.

Taylor Business Institute has submitted a catalog and other published materials that provide documentation of degree programs offered, program objectives and requirements, schedules of tuition, fees and other expenses necessary for completion of the proposed A.A. S. in Criminal Justice and Security Administration. The institution's cancellation and refund policies are fair and reasonable. Publications also include information regarding its accreditation.

Accreditation/Licensure

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

Staff Conclusion. The staff concludes that Taylor Business Institute and its proposed 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Benedictine University, Authorization to Grant the Master of Arts in Education and the Master of Education in the Central 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 McKendree College, Authorization to Grant the Master of Business Administration in the Southern 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 Missouri Baptist University, Approval to Operate and Authorization to Grant the Bachelor of Science in Accounting, Bachelor of Science in Management, Bachelor of Science in Administration of Justice, Bachelor of Science in Human Services, Bachelor of Science in Sport Management, and the Master of Business Administration in the Southwest 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 Robert Morris College, Authorization to Grant the Associate of Applied Science in Nursing and further grants Authorization to Grant the Associate of Applied Science in Surgical Technology in the West Suburban and Central Regions, 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 St. Augustine College, Authorization to Grant the Bachelor of Arts in Psychology, subject to the 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 Taylor Business Institute, Authorization to Grant the Associate of Applied Science in Criminal Justice and Security Administration, 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.

