

APPROVED
AUGUST 6, 2013

Item #III-8
August 6, 2013

**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

Robert Morris University – Illinois

- Master of Science in Physician Assistant Practice in the Chicago Region

Rush University

- Bachelor of Science in Health Sciences (BSHS) in the Chicago Region

For Profit:

American InterContinental University Online

- Master of Healthcare Management in the North Suburban Region

Fox College

- Associate in Applied Science in Dental Hygiene in the South Metro Region

Harrington College of Design

- Bachelor of Science in Product Design in the Chicago Region
- Master of Arts in Creative Direction in the Chicago Region

SOLEX College (Operating Authority)

- Associate in Applied Science in Physical Therapist Assistant in the Chicago 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 six institutions.

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

Proposed Program Title in Region of Authorization: Master of Science in Physician Assistant Practice in the Chicago Region

Projected Enrollments: Robert Morris University – Illinois projects an enrollment in this program between 20 and 24 students annually.

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

Background and History

Robert Morris University – Illinois (formerly named 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. In 1975, Robert Morris College moved to Chicago and merged with the Moser School of Business. In 1991, it awarded its first bachelor's degree in Business Administration. In 2005, the College attained university status and in April 2009, the name was changed to Robert Morris University – Illinois (RMU or the University). RMU currently offers 13 associate degree programs, four bachelor degree programs, and three master's degree programs at its main campus in Chicago. The University is also authorized to operate and grant degrees in the Central, Fox Valley, North Suburban, South Metropolitan, and West Suburban Regions.

Mission and Objectives

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

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

The objectives of this degree program are consistent with what its title implies. This proposed degree program is consistent with Robert Morris University – Illinois' commitment to its mission of offering professional, career-focused education.

Curriculum/Assessment

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

Admission

Applicants to this program must have completed a bachelor's degree from an accredited college or university with an overall grade point average (GPA) of 2.75/4.0 or higher, and a GPA in science courses of 3.0/4.0 or higher. Applicants must also have completed the following courses with a grade of "C" or higher within the past five years: Anatomy & Physiology; Biology; Microbiology; General Chemistry; Organic Chemistry (these courses must have been taken as part of a science major); College Algebra (or a higher-level math course); and Statistics. Applicants must also present Graduate Record Examination score results, taken within the previous five years, at or above the 50th percentile in Verbal Reasoning and Quantitative Reasoning. In addition, applicants are required to present a resume that demonstrates healthcare experience (including direct patient care), complete a personal interview with the Admissions Committee, and pass a criminal background check.

Curriculum

The Master of Science in Physician Assistant Practice degree program consists of three components: core requirements (91 quarter hours), areas of specialization (eight quarter hours), and practicum or clinical rotations (60 quarter hours), for a total of 159 quarter hours. To satisfy their core requirements, students will learn anatomy and physiology, biochemistry, microbiology, social and behavioral medicine, law and medical ethics, nutrition and health promotion,

pathophysiology, and research methods. For the areas of specialization, students will choose between patient history and physical assessment, diagnostic and therapeutic procedures, evidence-based clinical medicine, and pharmacotherapeutics. Students will also choose between the following practicum or clinical rotations: family practice, internal medicine, pediatrics, OB/GYN, general surgery, specialty surgery, mental health, and emergency medicine. This program is designed to prepare students for professional careers in the healthcare field as certified and licensed Physician Assistants, practicing medicine under the supervision of licensed physicians. To practice as a Physician Assistant in Illinois, individuals must pass the Physician Assistant National Certifying Examination (PANCE), a national certification exam administered by the National Commission on Certification of Physician Assistants (NCCPA), and obtain state licensure through the Illinois Department of Financial and Professional Regulation (IDFPR). The curriculum of the proposed program is designed to meet the educational requirements for the certifying examination and licensure.

Assessment of Student Learning

RMU has established policies and practices in place for the assessment of student learning. The institution's approach incorporates both direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: assignments, quizzes, tests, labs, capstone projects, licensure and/or certification pass rates, and other established assessment measures. Indirect assessment measures include: evaluation of retention and time-to-completion rates, employer evaluations of student performance, and student evaluations of faculty.

Program Assessment

RMU's Graduate Council is responsible for comprehensive program oversight that provides quality assurance. The Graduate Council is an institutional committee that reviews academic and administrative issues that pertain to the University's graduate programs. The members of the Graduate Council include academic and faculty leadership and institutional staff members that are responsible for graduate student success and program viability. After Graduate Council discussions, issues and recommendations of an academic nature are forwarded to the RMU Academic Council; administrative or viability issues and recommendations are forwarded to the RMU Executive Committee. Faculty whose primary responsibilities are with graduate students hold two specific seats on the University's Academic Council. Since qualified full-time faculty teach at both the graduate and undergraduate level, graduate programs are well represented on Academic Council. The Dean of the College of Nursing and Health Studies and the Director of Graduate Studies are members of the Executive Committee.

The following practices are in place to ensure the quality of the proposed graduate program in Physician Assistant Practice:

Annual assessments of student academic achievement: Faculty curriculum committees conduct assessments of student learning. The process results in revisions to the curriculum and its goals and objectives, updates and refinements to syllabi, and changes in textbook selections. Included in the assessment plan are tools that enable faculty to evaluate program graduates in comparison to graduates of comparable institutions/programs.

Annual program review prepared by the Dean of the College of Nursing and Health Studies: This review is completed subsequent to the annual departmental assessment of student outcomes and contains areas of student demand, student satisfaction, enrollment objectives,

placement of graduates, faculty qualifications, faculty development, faculty responsibilities, physical facilities, resources, instructional support and marketing strategy.

Faculty evaluations: An evaluation of each faculty member teaching the program is conducted annually by the Dean of the College of Nursing and Health Studies in collaboration with the respective undergraduate Dean since RMU faculty with the necessary qualifications may teach at both the graduate and undergraduate levels. Faculty members are evaluated in the areas of expertise in the field, teaching performance, customer satisfaction, and service to the University. The evaluation of faculty results in one of three categories: exceeds expectations, meets expectations, or needs improvement, followed by an improvement plan.

Physician Assistant Program Advisory Committee: This group includes an interdisciplinary mix of prominently healthcare executives, physicians, and physician assistants with a desire to sustain quality graduate programs and support graduate students. The Committee has met approximately three times a year through the development phase of the program. This group provides advice on curriculum, program outcomes and champions RMU's graduate programs to external communities. The committee will continue to meet once the program is initiated.

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 proposed program will be based at RMU's main campus in Chicago. It will utilize existing classroom and laboratory space on the second and eighth floors. In addition, the Clinical Skills Center and the Simulation Center, two new centers solely for use by the Physician Assistant program, will be constructed on the eighth floor.

RMU's Information Technology Library is a multi-site, system-wide educational resource located at each of the institution's campuses. It is designed to support all the educational programs offered by the University. Library services and bibliographic search systems are on-line; an automated catalog and circulation system networks the campuses and facilitates intercampus use of the resources. The university-wide collection includes DVDs, CDs, audio items; periodical subscriptions; and on-line databases. All databases, e-books, and the RMU catalog are available 24 hours a day, seven days a week. The RMU library currently has 194,680 items in its full collection. The RMU library currently subscribes to 52 electronic databases; of these, several provide access to medical/health-related information. The library resource acquisition budget for the proposed program includes an initial commitment of \$10,000 followed by annual allocations of \$7,500 from years two through five. In addition to the University's own library holdings, RMU's membership in the Consortium of Academic and Research Libraries in Illinois increases the quantity of volumes students can access. RMU students and faculty have circulation privileges with all colleges that belong to this consortium, which includes 65 public and private colleges and universities in the State of Illinois, the Illinois State Library, the Newbury Library, and the Illinois Mathematics and Science Academy. Collectively this consortium gives RMU students access to over 29 million items and over 20 million bibliographic records.

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.

Robert Morris University – Illinois has identified policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal / Personnel Resources

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

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

Accreditation / Licensure

The Accreditation Review Commission on Education for the Physician Assistant is an independent accrediting body authorized to evaluate and accredit qualified Physician Assistant educational programs leading to the professional credential. The University has submitted a plan and related timetable for seeking this specialized accreditation as well as securing other required approvals related to the proposed degree program.

To practice as a Physician Assistant in Illinois, individuals must pass the PANCE, a national certification exam administered by the NCCPA, and obtain state licensure through the IDFPR. To maintain certification, Physician Assistants must complete 100 hours of continuing medical education over a two-year cycle and pass a re-certification exam every 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.

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

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

Rush University
600 South Paulina Street
Chicago, Illinois 60612
President: Dr. Larry Goodman

Proposed Program Title in Region of Authorization: Bachelor of Science in Health Sciences (BSHS) in the Chicago Region

Projected Enrollments: Rush University projects enrollments of 15 students in the first year rising to 40 students by the third year and annually thereafter.

Institutional Accreditation: Rush University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Background and History

Rush University (the University) is the academic component connected with the Rush University Medical Center. Founded in 1972, the University has expanded from one college and fewer than 100 students to four colleges and over 2,000 students. It includes Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. Rush Medical College is named for Benjamin Rush, a signer of the Declaration of Independence, who was a physician from Pennsylvania. Rush Medical College was chartered in 1837 and opened officially on December 4, 1843 with 22 students enrolled in a 16-week course. During the first century of operation, more than 10,000 physicians received their training at Rush Medical College. Rush Medical College was affiliated with the University of Chicago from 1898 until 1942, when the Medical College temporarily suspended its educational program, though it continued its corporate existence. Its faculty continued undergraduate and graduate teaching of medicine and the biological sciences as members of the faculty of the University of Illinois. The charter of the Medical College was reactivated in 1969 when it became part of the Medical Center, and, in 1971, it reopened with a class of 66 first-year students and 33 third-year students. First-year class size reached its projected maximum of 120 in 1976. More than 4,150 doctor of medicine degrees have been awarded since 1971.

Mission and Objectives

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

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

The mission of Rush University is to “teach, study, and provide the highest quality health care, using a unique and multi-disciplinary practitioner-teacher model for health sciences education and research, while reflecting the diversity of our communities in its programs, faculty, students, and service.”

The BSHS program is consistent with this mission and is designed to provide undergraduate upper division coursework to prepare students for graduate health-related programs. The overall purpose of the program is to provide education that is relevant and professionally sound to meet the needs of the healthcare community. Rush University is integrated with the Rush University Medical Center. As an academic medical center, Rush has a four-fold mission: teaching, research, service, and patient care. Students completing the BSHS at Rush University “will be expected to gain an appreciation for each of these mission components.” This program is not meant to lead to licensure or certification.

Curriculum/Assessment

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

Admission

Admission to the BSHS program is competitive. Student selection will be based on a number of factors including overall grade point average (GPA), prerequisite GPA, consistency of academic performance, course work completed prior to application, and communication abilities.

Applicants to the program must have earned a minimum of 60 semester credit hours (90-quarter hours) of lower-division undergraduate coursework from a regionally U.S. accredited institution. Prerequisite courses must include the general and biological sciences, mathematics, communications, the social sciences, and humanities. Specific prerequisite courses may vary depending on the unique prerequisite requirements of specific graduate level health professional programs for which the student is preparing to enter. Applicants must also have a minimum overall GPA of 2.75 out of 4.00 in undergraduate course work and have completed all of the prerequisite required courses with a grade of "C" or better. Official transcripts from institutions previously attended must be submitted along with an application and three letters of recommendation. If applicable, applicants must demonstrate English language proficiency. Final admissions decisions will be made after a personal interview with program faculty members.

Curriculum

The BSHS program at Rush University is designed to provide students the opportunity to advance their educational and career goals in a variety of healthcare professional areas. The program’s curriculum prepares students to enter health science professional degree programs which require or suggest a bachelor’s degree as a prerequisite for admission. These professions include, but are not limited to, graduate degree-granting allied health programs (e.g., audiology, physician assistant, advanced level respiratory care, occupational therapy, physical therapy, clinical nutrition, dietetics, perfusion technology, or medical laboratory science), graduate degree-granting nursing programs (e.g., graduate entry-level nursing), medical school and graduate biomedical sciences (e.g., cellular biology, physiology, or pharmacology). Students will complete a medical science based curriculum to prepare for graduate school, as well as be given the opportunity to focus on healthcare leadership skills and/or the area of health-wellness/community health. Graduates of associate degree health occupations programs may use this program to acquire leadership skills needed in their occupational area. Students may also choose to focus on health-wellness, corporate-health, community health, and medical home care coordination. Upper-division course work for the BSBH degree may be completed in as few as 21 months of full-time study. Students can elect a part-time or full-time option. Rush will

provide two additional years of upper-division coursework to complete the requirements for the BSHS.

Upper-division coursework consists of core courses required of all students and elective courses offered within three concentrations: 1) medical sciences; 2) leadership; and 3) health/wellness. Students must complete a minimum of 90 quarter hours (QH) of upper-division coursework to include a minimum of 45 QH in the required core and at least 45 QH of required concentration coursework, as approved by their academic advisor.

Assessment of Student Learning

Rush University has an established system for the assessment of student learning. The BSHS program has a distinct list of learning objectives as well as course- and assignment-specific objectives. These objectives include mastery of content knowledge, mastery of communication knowledge, development of critical thinking skills, understanding of ethical/diversity issues, development of information technology skills, and knowledge of research methods. Each of these objectives is mapped to specific courses within the program and will be assessed through assignments, examinations, and other projects within the program courses. Senior students will be required to complete a capstone course in which they will design and implement a project related to health sciences under the supervision of a faculty member.

Rush University also has policies and procedures to assure consistency in student evaluation including the use of student written evaluations of courses and instructors each quarter, student conferences to solicit feedback from students regarding courses and instructors as well as the quality of clinical rotations, and graduate exit surveys. Data gathered from these assessment tools will be reported to the University Assessment Committee for their review and feedback. The BSHS will use this data and feedback to develop benchmarks and goals to strengthen to student learning experience.

Program Assessment

Rush University has an established program assessment and curriculum review plan. All courses and faculty in the College of Health Science are evaluated using the Individual Development and Educational Assessment external evaluation system. This evaluation tool provides course-specific results based on the course learning objectives. These ratings will be combined with student evaluations to evaluate the course curriculum. The results will be tabulated for each program course and reviewed by the faculty member and department chair. The BSHS program review documents will include information on student learning outcomes assessment, including the learning outcomes, the assessment plan, the yearly summary reports, communications from the Office of Institutional Research Assessment and Accreditation, the unit's overall synthesis of assessment results since its last review, and the implications of those results for the unit's future plans. This program assessment information will be used by the program to understand and to improve student learning.

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 primary facility to be used for the classroom, laboratory, administrative and student service activities for the BSHS program is the Armour Academic Center (the AAC) on the Rush

University campus. The AAC is the hub of most student activities at Rush University. The AAC occupies 228,440 square feet of space, ten floors and has 36 classrooms with a seating capacity of 12 to 48 students in each classroom; it houses three large lecture halls with a seating capacity of 142 to 188 students and one auditorium with a seating capacity of 165 students. The proposed program would use general purpose classrooms. In addition to the Armour Academic Center, the program will use patient care, clinical, and support facilities throughout Rush University Medical Center. These include the main 613 bed hospital and the 61-bed Johnston R. Bowman Health Center. The facility includes four mock examination rooms which can accommodate four to five individuals (each room has a bed, bedside chest, medication cart, sink, and soap/towel dispenser) at a time and six large mock exam rooms which can accommodate about 30 to 40 individuals at a time (each room has four bed/exam tables, two bedside chests sinks, and soap/towel dispenser). In addition, eight clinical labs, one SIM lab, three computer labs and 12 small viewing rooms equipped with audio visual equipment are available.

The Library of Rush University Medical Center, the McCormick Educational Technology Center, the Student Services Suite, the Office of Student Affairs, the Rush University Bookstore, and a cafeteria are also located in the Armour Academic Center. The administrative offices of the Rush Medical College, the College of Nursing and the College of Health Sciences are located in the academic center. The Rush Library occupies two levels of the building and more than 28,000 square feet of space. The Library consists of over 100,000 print volumes and is a Resource Library within the National Network of Library of Medicine Great Midwest Region with reciprocal free interlibrary loan agreements with 28 Midwest resource libraries within the region.

Rush recently completed a major construction effort, which included new clinical facilities and a new hospital. Over the years Rush has undergone several improvement projects and is in compliance with all appropriate local, state, and federal ordinances or laws for use as a clinical training and educational facility.

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.

Rush University has identified institutional policies that ensure that academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. All faculty teaching in this program will have the appropriate qualifications. Upon receiving the approval of the Illinois Board of Higher Education, Rush University plans to hire a program director, an additional instructor, and support staff to support this new program. The University adheres to the faculty credential hiring requirement of a master's degree or higher in the field of instruction for faculty teaching baccalaureate-level courses.

Fiscal/Personnel Resources

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

Rush University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the first year of the proposed program.

Accreditation/Licensure

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

Program Information

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

Detailed admissions requirements and program descriptions were submitted as part of this application that provide all of the information necessary for students to make informed decisions about enrolling in this program. Detailed descriptions of the policies, tuition and fee rates and related requirements were also submitted and are made available to students on the Rush University website.

Staff Conclusion. The staff concludes that Rush University 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.

American InterContinental University Online

**231 North Martingale Road
Schaumburg, Illinois 60173
President: Dr. George Miller**

Proposed Program Title in Region of Authorization: Master of Healthcare Management in the North Suburban Region

Projected Enrollments: American InterContinental University Online projects enrollments of 68 students in the first year, rising to approximately 250 students in subsequent years.

Institutional Accreditation: American Intercontinental University Online is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

American InterContinental University (AIU) was founded in Europe in 1970 on the premise that universities should transcend the bounds of traditional approaches to higher education by providing students with a curriculum that prepares them for successful, productive careers. AIU has offered educational programs at its campuses in London, established in 1977; Atlanta Buckhead, established in 1977; and Los Angeles, established in 1982. In 1998, additional campuses were established in Dunwoody, Georgia, a suburb of Atlanta, and South Florida. AIU Online (AIUO or the University) began in 2001 in Illinois and was recognized as a separate

campus in 2002. In 2003, an additional campus was added in Houston, Texas. In June 2009, the AIU Buckhead and the AIU Dunwoody campuses combined to become AIU Atlanta.

In January 2001, Career Education Corporation (CEC) acquired the University. American InterContinental University is owned by American InterContinental University, Inc., which is wholly owned by CEC. CEC is a Delaware corporation with principal offices located at 231 North Martingale Road in Schaumburg, Illinois. With this proposal, American Intercontinental University Online is seeking approval to offer the Master of Healthcare Management in the North Suburban 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 mission of AIUO is to provide for the varying educational needs of a career-oriented, culturally diverse and geographically dispersed student body with the goal of preparing students academically, personally, and professionally. The proposed program is consistent with the mission, goals, and objectives of the University. The requested degree title is congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Applicants for admission must have an earned baccalaureate degree from a recognized, accredited institution of higher education. In addition, applicants must demonstrate academic and professional experience indicating probable success at AIUO based on the following forms of evidence: (1) a personal interview; (2) official transcripts from post-secondary institutions attended, documenting a grade point average of at least 2.0 on a 4.0 scale; (3) an application; and (4) evidence of English language proficiency. Upon acceptance, students may request review of transfer credits not to exceed 12 credits to meet graduate course requirements. Through AIUO's Prior Learning Assessment program, the University may award proficiency credit for learning that has taken place outside the traditional academic setting. This experience includes employment, non-collegiate or school-based education, or other appropriate life experiences such as military training. To be eligible for proficiency credit, the outcomes of the non-collegiate learning experience must be documented, be applicable to the program of study, and be assessed as being similar to or meeting the requirements of learning gained through college-level coursework.

AIUO offers students the opportunity to begin graduate-level courses pending receipt of their official baccalaureate transcript. Students may be admitted under a non-matriculating graduate student status for no more than one term. Upon receipt of the official baccalaureate transcript and the graduate matriculation verification, students may be admitted to the graduate program as a regular student.

Students who are admitted to AIUO's undergraduate and graduate programs attend a two-week orientation to the online learning platform and the University. New students must successfully complete their first academic course in order to continue in the program. Students who are unsuccessful in that course will not be charged and are able to leave the University without financial obligation.

Curriculum

The Master in Healthcare Management (MHM) degree program is a 48-credit program designed to give students the knowledge, skills, and decision-making ability to accelerate their careers in the field of Healthcare Management. The program focuses on planning, directing or coordinating health services in various organizations managed by care organizations and similar organizations. The program consists of eight, six-credit-hour courses covering healthcare information systems management, market research and analysis, financial management, leadership, and operations assessment and improvement. Students progress through the program in cohorts, completing one or two ten-week courses each academic period until they have finished the program.

Assessment of Student Learning

Assessment of student learning in the proposed MHM program is designed around the following objectives for what students will know and be able to do: (1) develop organizational and operational plans to solve problems and improve the healthcare environment and performance; (2) analyze various leader, follow, cultural, and situational characteristics that contribute to leadership, and adapt to the needs of situations, employees, and co-workers; (3) apply qualitative and quantitative analysis to evaluate the quality of decision-making and research to solve problems; (4) use knowledge of economics, financial drivers and competitive analysis concepts, principles, and theory to critically analyze and evaluate healthcare management problems and opportunities; (5) evaluate the opportunities provided by technology for healthcare; (6) recognize, evaluate, and manage potential ethical and legal conflicts; and (7) communicate effectively in management situations. These objectives are measured through individual projects, group projects, and participation in discussion boards. Standardized rubrics are utilized to assess student topical understanding and content retention. The program includes a capstone course in which students must produce a comprehensive, research-based position paper, outlining a realistic problem facing healthcare organizations and proposing a solution that accounts for the needs to balance costs, provide access to quality care, and address the competing interests of various stakeholder groups.

Program Assessment

AIUO has established policies for program assessment. Every active program is subject to a biennial program review. The purpose of this comprehensive review is to provide a forum for communicating the activities and performance of each program in order to facilitate continuous improvement and support university-level decisions related to strategic planning and resource allocation. The program review includes assessments in several major areas including: alignment with mission, expectations of primary stakeholder groups, student learning outcomes, quality of instruction, and financial viability. The proposed MHM program will be subject to these same institutional review and improvement processes.

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.

AIUO is an online institution. Its web platform hosts a variety of resources for current and prospective students. Every course has multimedia presentations and student activities that use a combination of the following software: Flash, Captivate, video, and animated simulations and activities. Furthermore, the multimedia presentations are voiced-over by a professional voiceover contractor; the courses are meant to be interactive and present the course content in three methods (audio, visual, and text-based) to enforce different learning styles of students. The multimedia presentations for every course are videocast and podcast to meet student's mobile needs.

The University provides print and electronic collections that strengthen and support the major educational programs of the institution and general education. Professional librarians are available to facilitate research and study strategies and to provide quality reference services and online search instruction. AIUO offers online access to full-text resources including 2,220 selected web resources and 38 licensed article and book databases, comprising a collection of 11,265 books and articles and reports from 74,626 journals; magazines; newspapers; and other content providers. Resources specific to healthcare management include 162 eBooks; 2,358 full text electronic journals; 46 subject-specific reference books; and 95 web resources related to healthcare, healthcare management, and healthcare administration. These are in addition to external resources that students may be directed to by faculty and library staff. Usage of library resources is monitored through statistical reports provided by database vendors and by self-reported use of each collection on end-of-course student surveys administered each term. Use of the entire site, including other in-house resources such as the library classroom, research guides and other materials, is monitored by Web Support. Other services offered include reference, library instruction, and print and video library tutorials and research guides. Library staff at all campuses track usage of library resources and monitor traffic to ensure adequate service to all users.

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.

AIUO has identified policies that ensure faculty and other academic professionals have the appropriate training, credentials, and other related qualifications to support its proposed associate's program. The University's instructors have appropriate degrees and experience commensurate with their areas of 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 University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed operating expenditures, beginning in the first year of the proposed program.

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that American InterContinental University Online 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.

Fox College
6640 South Cicero Street
Bedford Park, Illinois 60638
President: Mr. Carey Cranston

Proposed Program Title in Region of Authorization: Associate in Applied Science in Dental Hygiene in the South Metro Region

Projected Enrollments: Fox College projects enrollments of 30 students in the first year, rising to 60 students per bi-annual cohort each year thereafter.

Institutional Accreditation: Fox College is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

Background and History

Fox College (the College) is a for-profit higher education institution offering diploma and associate's level programs in business; design and technology; and health care. Founded in 1932, the institution is a subsidiary of Bradford Schools, Inc., a family-owned enterprise of more than 30 years. With this proposal, the College is seeking approval to offer the Associate in Applied Science in Dental Hygiene (AASDH) in the South Metro Region.

Institutional Data

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

Fox College is in the primarily associate granting, selective admission comparison group in Illinois. This cohort is based on those seeking an undergraduate degree only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
77%	47.5%	45%	1/11
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
36	30.5	30	2/11

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) 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 College’s mission is to combine “general education and professional education in applied programs that prepare motivated students for success in specialized careers” in a changing world. The College provides a structured educational experience that focuses on critical thinking, interactive teamwork, communication competence, and technological proficiency. The proposed program is consistent with the mission, goals, and objectives of Fox College. The requested degree title is congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

Applicants for admission must have attained a high school diploma as evidenced by official transcripts or documentation of a passing General Educational Development test score. The following materials may also be considered when making admissions decisions: (1) standardized test scores; (2) writing samples; (3) reading comprehension test scores; and (4) demonstration of the character necessary for success. Upon acceptance, students may request review of transfer credits toward degree completion. A maximum of 25 semester credits will be accepted in transfer for students who have completed less than a bachelor's degree. Students who participated in the Advanced Placement program in their high schools may be granted credit provided they had scores of three, four, or five on the Advanced Placement tests. Students who have earned a bachelor's degree and satisfactorily completed the transferable general education core curriculum of the Illinois Articulation Initiative at any participating college or university in Illinois will be granted credit toward fulfilling Fox College's general education requirements. Fox College does not grant life experience credit and does not accept transfer credit earned from any of these sources at another institution.

Curriculum

The AASDH program prepares graduates to work in an entry-level position in the dental hygiene field. The program requires 79 semester hours to graduate and is designed to be completed by full-time students in five semesters or ten, eight-week terms. Specific curricular objectives fall into three categories: foundational science courses (15 credit hours), general education courses (18 credit hours), and dental hygiene courses (46 credit hours). The first category provides students with specific foundational knowledge in biology, chemistry, anatomy, physiology, and biomechanics; the second category includes instruction in math, communication, psychology and critical thinking principles; and the dental hygiene courses emphasize the development of skills and knowledge necessary to carry out common dental hygiene procedures and contribute to a dental team. The three categories encompass and interweave general education and professional education, as well as an emphasis on lifelong learning. Successful completion of courses in all three categories is required for graduation from the program. The AASDH program adheres to the standards and curriculum guidelines recommended by the American Dental Association's (ADA) Commission on Dental Accreditation (CODA) which accredits dental hygienist programs.

Assessment of Student Learning

Assessment of student learning in the proposed AASDH program is designed around an institutional framework for student learning comprised of the following objectives: (1) use career-driven knowledge and applied skills to solve practical problems effectively in the workplace; (2) build a base of intellectual inquiry that will improve the student's critical thinking skills, expand communication effectiveness, and promote social interaction in a diverse society; (3) utilize technological resources to enhance theoretical learning and analytical reasoning, and; (4) develop a level of professionalism that instills the disciplines essential for success as a lifelong learner in the workplace. These core objectives, along with ADA-recommended competencies for professionals in the field, are embedded within an overall assessment plan for student learning. Examples of assessments include class participation, projects, exams, problem-based learning tasks, and clinical experiences. Instructors use these and other methods to evaluate student progress at various transition points throughout the program. This assessment system provides critical information that assures employers, as well as the College, that students have achieved the requisite aptitudes, skills, and knowledge.

Program Assessment

Fox College has a clearly articulated assessment plan, aligned to institutional goals, to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The proposed AASDH program will follow these existing program assessment protocols. Faculty and administrators in each academic program area assess existing program practices relative to institutional outcomes and refine standard practices for assessing student learning outcomes to improve student success. Data on student learning outcomes are collected at the course and program level, and whenever possible, interpreted over time to identify important trends. Other relevant data such as placement rates, student satisfaction, student retention, faculty end-of-course evaluations, advisory board reviews of curricula, employer surveys, and graduate surveys are used to inform the institution's self-study efforts and overall strategic planning. For the proposed AASDH, the results of graduates' national and regional certification exams, as well as licensure rates, will be used as part of continuous improvement efforts.

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 proposed AASDH program will be hosted at the Midway Campus of Fox College at 6640 South Cicero Avenue in Bedford Park. Currently the Midway campus has 20,000 square feet of space. Three classrooms that are underutilized will be used to create space for the new Dental Hygiene Clinic which will be built to support the program. The physical and equipment requirements of a dental hygiene program are explicitly defined by the CODA and will be followed closely in the construction of the laboratory and classroom space when the Illinois Board of Higher Education approval is received. Fox College has experience in building complex educational facilities for its Veterinary Technician and Physical Therapist Assistant programs, both of which have extensive facilities requirements dictated by the relevant specialized accrediting bodies. Along with the College's experience in developing and building learning facilities, Fox College's parent organization has two schools in other states with Expanded Function Dental Assisting programs accredited by CODA. Both programs have full functioning classrooms with multiple dental workstations for students and the required lab spaces to support these programs. As a result, the College has direct access to architects, contractors, and equipment suppliers specialized in these areas.

The Kapelinski Library at Fox College includes an array of books, journals, and online resources relevant to the proposed program. In addition, the College expects to add program-specific volumes, periodicals, and other acquisitions as required by the ADA. As is currently the case in existing programs, decisions about acquisitions will be driven by the program instructors and facilitated by the librarian. Most acquisitions will be made after the arrival of the new full-time instructor for the program, so that faculty member will have input on holdings.

The library is centrally located in the College building. The library houses 28 computer workstations that are linked to the College's databases and have Internet access. These computers augment the others available for student use in the College's four computer labs. This structure allows students to access online library resources both in the library and/or from any of the College's five other computer labs. In addition, Fox College is a member of the Metropolitan Library System (MLS), a consortium of suburban libraries in the south, southwest and west

suburbs. MLS membership gives Fox College students access to the full catalog of all member libraries and privileges to the extent that materials are available.

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.

Fox College has identified policies that ensure faculty and other academic professionals have the appropriate training, credentials, and other related qualifications to support its proposed associate's program. The College's instructors have appropriate degrees and experience commensurate with their areas of 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.

Fox College has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed operating expenditures, beginning in the first year of the proposed program.

Accreditation/Licensure

The ADA's CODA accredits dental hygienist programs. Fox College will apply to the CODA for candidacy status with its charter class in July 2014. This accreditation represents the highest standard of achievement for dental hygiene education in the United States. Graduation from an ADA-accredited institution is required for licensure and for taking the regional and national dental hygiene certifications needed for professional practice.

The ADA provides licensure for dental hygienists. Requirements for licensure include: (1) certification of successful completion of two academic years of credit from a dental hygiene program approved by the CODA of the ADA; (2) proof of passing the National Dental Hygienist Board Examination and issuance of a National Board Certificate; (3) proof of successful completion of the Dental Hygiene Clinical Examination through one of the state approved testing agencies; (4) a current CPR/ first aid certificate; and (5) payment of state license fee.

Program Information

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

Detailed admission and program descriptions submitted as part of the application provide information regarding College policies, fees, and related requirements necessary to enable

prospective students to make an informed decision to enroll in the program. Identical information is also available on the College's website.

Staff Conclusion. The staff concludes that Fox College 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.

Harrington College of Design
200 West Madison
Chicago, Illinois 60606
Interim President: Mr. Bob Nachtsheim

Proposed Program Title in Region of Authorization: Bachelor of Science in Product Design in the Chicago Region

Projected Enrollments: Harrington College of Design has projected Fall enrollments in the proposed program will grow from 16 students in the first year to 98 students in the fifth year.

Proposed Program Title in Region of Authorization: Master of Arts in Creative Direction in the Chicago Region

Projected Enrollments: Harrington College of Design has projected Fall enrollments in the proposed program will grow from five students in the first year to 41 students in the fifth year and beyond.

Institutional Accreditation: Harrington College of Design is accredited by the Higher Learning Commission and a member of the North Central Association. Harrington College of Design received initial accreditation for a period of five years with an expected comprehensive visit in 2014-15. Harrington College of Design's accreditation status is considered to be in "good standing."

Background and History

Harrington College of Design (the College) traces its history to 1931, when its founder, Ms. Frances Harrington, a practicing interior designer, traveled to Chicago to provide a series of lectures for interior design professionals. This would be the catalyst for the founding of the Harrington School of Professional Decoration in 1931, which was incorporated and renamed the Harrington Institute of Interior Design in 1962. The original vision of its founder was to provide an academy for the study of interior design. On February 19, 1976, the Harrington Institute of Interior Design was granted a Certificate of Approval by the Illinois State Board of Education (ISBE), and in 1981, received approval to offer its first bachelor's degree from the Illinois Board of Higher Education (IBHE). Oversight of the College was transferred to IBHE from ISBE in 1982. In 2003, the College changed its name to the Harrington College of Design to reflect its evolving vision and the broadening of the school's design-related programs of study. Harrington College of Design is currently located at 200 W. Madison Street, Chicago, Illinois.

Institutional Data

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

Harrington College of Design is in the primarily baccalaureate granting, open enrollment comparison group in Illinois. Cohort is based on those seeking an undergraduate degree only.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
41.0%	25.0%	27.3%	2/9
Undergraduate Completions per			
<u>100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
28.0	17.0	31.0	3/13

Mission and Objectives

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

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

The Harrington College of Design will adhere to the overall mission of the College, which, among other things, is to “create the next generation of design professionals to lead and serve the global community; build on a tradition of excellence; deliver an unmatched educational experience; offer a faculty of practicing professionals; provide innovative programs of design; execute a progressive curriculum in a student-centered approach; and be enriched by the historic, vibrant and diverse culture of Chicago.” The College is committed to being recognized as “a premier school of integrated design for its innovation, creative collaboration and passion for exploration.”

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 adheres to a rolling admissions process in that completed applications are reviewed as they are received. Students wishing to apply for Harrington's programs must apply in sufficient time for an evaluation prior to the start of the term. Students are given specific admissions deadlines with due dates. All applicants are required to complete a personal interview with an admissions representative. In addition to a personal interview, the student's past academic experience and performance as well as a personal statement of intent, are evaluated. Letters of recommendation and standardized test scores may be submitted. Proof of graduation from a high school recognized by the board of education in the state in which it operates, proof of graduation from a college or university accredited by an agency recognized by the U.S. Department of Education, or proof of high school equivalency via a General Education Development (GED) test is also required. Students with extenuating circumstances, who are not able to obtain official proof of graduation by the admissions deadline, may appeal in writing for an extension. A request form must be completed by the student and submitted to the president for review and approval prior to the end of Drop/Add Week. Students whose proof of graduation is from a non-U.S. institution must provide copies of the original documents in addition to the evaluation for U.S. equivalency from an approved credential evaluation service and an English translation of all non-English documents. The transcript for a home-schooled student will be accepted as official proof of graduation only if the state board of education of the prospective student's state recognizes the diploma. Home-schooled applicants whose individual programs of study are not recognized by the ISBE, or their home residence state's board of education, must provide proof of equivalency of high school via a GED test.

For its graduate programs, Harrington College of Design adheres to a rolling admissions process; completed applications are reviewed as they are received. A graduate of a bachelor's program from a nationally or regionally accredited college or university is required to have a cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Applicants with less than a 3.0 GPA must also submit an essay detailing their past academic performance and any causes affecting performance, and may also submit additional documentation to bolster their application, including, but not limited to, Graduate Record Examination (GRE) scores for verbal reasoning, quantitative reasoning and analytical writing. Applicants may also submit additional letters of recommendation, other standardized test scores and/or other supporting documentation, letter of intent stating the candidate's academic intentions and three letters of reference from professionals with firsthand knowledge of the candidate's past performance and potential for future academic endeavors and professional practice. The applicant must also successfully complete a personal interview with the Graduate Admissions Committee.

In addition, students applying for the Master of Arts in Creative Direction must meet other requirements, including having obtained a bachelor's degree in related programs, a successful portfolio submission and review during the interview, and demonstration of the applicant's preparation for graduate studio work. Other qualifying undergraduate or graduate courses may be required in the case of deficiencies in the portfolio.

Curricula

Bachelor of Science in Product Design

The curriculum for the Bachelor of Science in Product Design is a 120-semester hour program crafted to build knowledge and skills competencies over time through the combination of general education courses with industry-specific coursework and studios focused on the

conceptual, functional and strategic aspects of product design. General education coursework leads the student through the body of knowledge that assists the student in developing skills for critical thinking and synthesis. The program culminates in a dual-course capstone thesis project, wherein students demonstrate the synthesis of their learning and abilities. In addition to building knowledge and skills, the program also provides opportunities for students to develop personal and global social responsibility, as well as actual industry experience. For example, courses with such a focus include PDC310, Collaboratorium, where students work collectively to develop a holistic product, property or solution to a real-world problem; 300- and 400-level internships courses, where students work locally, nationally, or internationally within a firm or consultancy for two back-to-back semesters to acquire authentic field experience; the capstone PDC410, Conceptual Design Thesis; and PDF410, Functional Design Thesis courses, where students develop their own personal design vision and philosophy and execute a design solution, product strategy, and production strategy based upon them.

Master of Arts in Creative Direction

The 30-semester hour Master of Arts in Creative Direction is a program for graphic designers or copywriters not seeking a terminal degree, who desire the opportunity to grow their design skills in the area of creative direction. These individuals may be working in fields such as magazine publication, retail marketing or advertising, whose primary function is that of production artist, layout designer, or copywriter. Harrington's program is robust, allowing for the development of skills in project leadership, collaboration, branding/marketing, design process and creative art direction. Graduates of this program will be prepared for employment as creative directors.

Assessment of Student Learning

The proposed programs will follow the student learning assessment process in place for all of the College's degree programs. The core competencies and means of assessment are clearly identified. Intended student learning outcomes for each course in the program have been specified and are included in the course outlines. In the undergraduate program, mid-point program level assessment of student learning outcomes occurs at the start of the junior year in the form of a portfolio review. The review is completed during PDC300, Portfolio Refinement during which all six programmatic outcomes will be assessed. There, students are asked to select the strongest work from their core coursework. Students include a narrative describing why they feel a certain project best represents their design education progression. This allows the faculty to assess the students' understanding of successful design and provides an opportunity for self evaluation. Reviewers include both internal and external constituents. Using a standardized rubric, designed by the review team, each student will be assessed according to the six programmatic outcomes. The review rubric also allows the reviewer to list specific strengths and areas of improvement for each student being assessed. This assessment point is two semesters prior to the start of the internship, thus providing students support and feedback on their portfolio prior to their internship search. In addition to the portfolio review described above, the Product Design Program will assess student learning at two additional levels. At the course level, students will be given a consistent departmental assignment sheet that includes a grading rubric along with important project information, such as the problem to solve, deadlines, and final presentation criteria. The problems posed to the students align with the course outcomes on each syllabus. Weekly group critiques are standard in all studio courses. The instructor returns a written critique sheet that reinforces what the group discussed the week prior. The final programmatic assessment occurs during the two capstone courses, PDC410, Conceptual Design Thesis and PDF410, Functional Design Thesis. These thesis courses provide the students the

opportunity to demonstrate each of the programmatic objectives through the development of a comprehensive thesis project. A standard faculty developed rubric that aligns with the programmatic outcomes will be used to assess the final design solutions.

At the graduate level, the coursework is designed to promote a series of skills throughout the course, culminating in a final project, paper or examination. This model provides students the opportunity to receive formative feedback throughout the term, and summative feedback at the conclusion of each course based on course objectives. Lecture courses rely more heavily on traditional forms of assessment: projects, papers, quizzes and examinations. Studio courses rely primarily on critiques. Critiques provide students with oral and/or written feedback from faculty, classmates, and industry professionals. The critiques occur routinely throughout the semester. Each term, student course and faculty evaluations help assist in assessing faculty compliance and teaching skills. Remediation is done based on a policy of teaching excellence which requires remediation for scores under 70 percent.

Program Assessment

As part of its program development process, Harrington College of Design engages external industry professionals and subject matter experts to insure that students will acquire the knowledge and aptitudes required in the field. The engagement of such individuals in the program development process also provides the potential for collaboration with the College through their inclusion on program advisory boards, as well as opportunities for students via internships and future employment. In addition to the program development process, Harrington College of Design includes external constituents in the portfolio review described above and employs practicing professionals with academic credentials to deliver an innovative and progressive curriculum. Curriculum meetings are held every term to allow for changes that keep the curriculum fresh and relevant. The portfolio review results and job placement rates are indicators for measurement. Peer reviewers from the Higher Learning Commission North Central Association reviewed and commended the critique-based assessment practices utilized in Harrington's studio courses.

Facilities (space, equipment, instructional materials)

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

Harrington College of Design's 95,500 square feet encompasses a six-story vertical campus located in Chicago's Loop. Three floors of the campus serve as a display space, designed to hold a mix of classrooms, galleries and offices. Harrington's library consists of approximately 27,000 print items, 95 current periodical subscriptions, eBooks and dozens of electronic research databases. Harrington also participates in the I-Share program that provides additional resources from Illinois college libraries. Due to the applied nature of the Bachelor of Science in Product Design program, work and lab space have been designated within the existing college facility to accommodate the needs of students. Due to its cohort model, students will share cohort-specific work spaces. The College assures that its students would be able to use a variety of small, simple, and efficient tools for prototyping of their projects. The Tinker Lab is designed to be an open workspace for students to gather for individual and collaborative activities. Students in this program will share existing classroom space for general education courses, as well as the Integrated Learning Studio and library with students in the college's existing programs. Lecture components associated with the Product Design studios will also take place in existing classrooms or in the Tinker Lab. All spaces are served by the College's wired and wireless

network. Harrington has a plan in place to upgrade its system so as to accommodate future heavier usages. All facilities are in compliance with local, state, and federal laws and codes, including the Americans with Disabilities Act.

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 College has identified standards for faculty and staff that will support the proposed programs. A hiring plan for new faculty has been developed and will be implemented based on actual enrollments in its proposed programs. Faculty teaching in the proposed programs will have a minimum of one degree level above the proposed level of the proposed degree in the proposed field for which they will provide instruction. Those teaching program-specific courses will also be required to possess related field experience.

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 has indicated revenue for the proposed program will exceed expenditures during the fourth year of operation of both programs.

Accreditation/Licensure

Neither specialized accreditation of the program or licensure of graduates is required for either of the proposed programs.

Program Information

Criterion 1030.60(a)(6) 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. Such information shall be available to prospective students prior to enrollment.

The College's draft catalog provides complete information regarding admission procedures and requirements and tuition, fees, and refund policies. Information submitted for the proposed programs follows the same format as other degree programs offered by the College. Program objectives, course requirements, and statements on accreditation and limitations on the transferability of earned credits to other institutions are clearly defined.

Staff Conclusion. The staff concludes that Harrington College of Design 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.

SOLEX College
350 East Dundee Road
Suite 200
Wheeling, Illinois 60090
President: Mr. Leon Linton

Proposed Program Title in Region of Authorization: Associate in Applied Science in Physical Therapist Assistant in the Chicago Region (Operating Authority)

Projected Enrollments: SOLEX College projects enrollments of ten students in the first year rising to 56 students by the fifth year.

Institutional Accreditation: SOLEX College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Background and History

SOLEX College (the College) is a private, for-profit, institution which started as a business and vocational school established in 1995 under the name SOLEX Computer Academy. SOLEX has operated in a PBVS capacity out of facilities at two Chicago campuses and its Wheeling facility. It was initially authorized to operate through the Illinois State Board of Education Accountability Division, Private Business and Vocational Schools unit, but has evolved into a degree-granting institution receiving Illinois Board of Higher Education approval in December 2007. With degree-granting authorization in the North Suburban Region, IBHE granted authority to grant the Associate's degree in Accounting. At this same time, the institution was renamed SOLEX College. Since becoming an authorized degree-granting college, SOLEX has also received approvals from IBHE to offer applied Associate's degrees in Physical Therapist Assistant and eBusiness Management in the North Suburban Region. With this application, the College seeks to gain authority to operate as a degree-granting institution in the Chicago Region, initially offering its Physical Therapist Assistant Applied Associate's program at its 17 N. State Street location in Chicago.

In addition to its Illinois presence, SOLEX is exploring plans to establish a campus in Wisconsin to launch a Bachelor of Arts and an MBA in International Business program pending Student Exchange and Visitor Program approval. The programs are approved by the State of Wisconsin Educational Approval Board.

Institutional Data

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

SOLEX is in the primarily associate granting, open enrollment comparison group in Illinois. This cohort is based on those seeking an undergraduate degree only. The calculation for the line, “Undergraduate Completions per 100 FTE,” is based on a formula used by the U.S. Department of Education which includes both full-time and a percentage of part-time students who complete degrees as well as certificate programs. Since the College continues to function as a PBVS as it has more recently expanded to offer degree programs, short-term certificate programs ranging in length from two and one-half to 12 months, in focus areas such as English as a Second Language and Medical Assistant, continue to comprise the majority of the institution’s offerings. While SOLEX does offer three degrees at the applied associate’s level, both the “Undergraduate Completions per 100 FTE” and “Cohort Graduation Rate” figures for SOLEX are more indicative of student participation in their short-term certificate programs, and, thus, comparative ranking is not appropriate since most colleges and universities in the comparison group are primarily degree-granting institutions.

<u>Cohort Graduation Rate</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
88%	25.0%	31.1%	N/A
<u>Undergraduate Completions per 100 FTE</u>	<u>Group Mean</u>	<u>Group Median</u>	<u>Rank</u>
214	126.0	129.1	N/A

Mission and Objectives

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

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

The mission of SOLEX College is “to provide innovative career training and English language programs based on current information, technology, and best practices in a supportive environment to encourage students’ personal growth and success.” SOLEX College is a post-secondary institution accredited by the ACICS to award occupational associate degrees and certificates. All of the school’s programs are designed to educate students for technical or occupational careers or to enhance vocational knowledge.

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

Admissions requirements for its associate’s degree programs include graduation from high school or the equivalent and a minimum age of 18. In addition, degree-program applicants must provide Scholastic Aptitude Test (SAT), American College Test (ACT), Test of English as a

Foreign Language (TOEFL), or Wonderlic Scholastic Level Exam (SLE) scores at or above the minimum level set by the College.

Curriculum

The proposed Associate in Applied Science degree in Physical Therapist Assistant (PTA) program is a two-year, 75-semester credit program. Graduating from the AAS in Physical Therapist Assistant program will prepare students for entry to mid-level positions in a variety of professional and semi-professional careers as technical experts, healthcare service providers and/or assistants, communication facilitators, and other related fields. This curriculum combines general education, theory, and hands-on clinical experience. Theory and laboratory coursework corresponds to the Illinois Department of Financial and Professional Regulation's (IDFPR) guidelines for physical therapist assistants, and includes instruction in anatomy and physiology, pathology, kinesiology, and psychology, and applied physical therapy science which includes gross evaluation techniques, physical agents, mechanical modalities, therapeutic exercise, electrotherapy, massage, and professional issues. IDFPR also requires that PTA curricula include a minimum of 600 clock hours of clinical education. PTA-specific courses are complemented with studies in sociology, English composition, business communications, and law and ethics for allied health professionals.

SOLEX's PTA program is designed as a 1+1 model. In this model, all general education coursework is completed prior to entering into technical phase of the program. The curriculum is designed to help the student progress from grasping basic or foundational information to demonstrating the ability to apply physical therapy concepts and principles when interacting with real patient cases within clinical settings. As such, the curriculum is divided into three components: general education, with 24 credits; program-specific courses, with 37 credits; and clinical education, with 14 credits.

Assessment of Student Learning

General education and professional program learning outcomes are clearly articulated and integrated into the College's overall Institutional Effectiveness Plan. Learning outcomes are conveyed in all syllabi. Student progress is continuously assessed by instructors. Students must achieve a 2.0 grade point average (GPA) in all core curriculum courses and must maintain a 2.0 GPA to graduate. Students who fail to achieve a 2.0 GPA in any core curriculum course must repeat the course in order to complete the program.

Program Assessment

SOLEX College uses a variety of assessment methods. The College has articulated educational and institutional objectives that are incorporated into the annual update to the Institutional Effectiveness Plan. Student learning outcomes are evaluated for individual courses and programs. Other data collection sources include retention and graduation rates, placement results, student satisfaction surveys, employer satisfaction surveys, graduate satisfaction surveys, faculty reviews, clinical educator feedback surveys, and advisory committee reports.

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 Chicago facilities identified by the College are sufficient to support the proposed program, which has been approved to operate at the College's main campus location in Wheeling, Illinois. The College is in full compliance with federal, state and city statutes, and laws for use as an educational facility. Proof of regular inspections is available upon request. The school is Wi-Fi accessible, with two computer labs available to students for individual use as needed.

The College's library resources are sufficient to support the proposed program. The learning resource center at SOLEX College houses 2,004 volumes. SOLEX plans to continue to expand the number and variety of resources and has committed to an expansion of the learning resource center collection by five percent per year for the next three years. The College subscribes to ProQuest online library. Access to eLibrary, Research Library, Accounting, AB/Inform Complete and Nursing and Allied Health platforms were purchased. The ProQuest online library has 28,464 volumes on eCommerce, eManagement and eMarketing and in addition to textbooks includes most current trade and scholarly journals and specialized magazines.

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.

SOLEX College has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction at the College. The College adheres to a faculty credential hiring requirement of a minimum of a master's degree for general education courses and a minimum of a bachelor's degree for courses in the major.

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.

SOLEX College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the second year of operations for its proposed degree program.

Accreditation/Licensure

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) grants candidate's eligibility for the National Physical Therapy Examination. SOLEX College is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program has submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage, although a submission of this document does not assure that the program will be granted Candidate for Accreditation status. SOLEX College has received Candidacy Status as of November 2012. The technical phase of the program at SOLEX College began in January 2013 at the Wheeling Campus in the North Suburban Region.

SOLEX College will host a CAPTE on-site visit, which is scheduled for January 2014 in order for the commission to grant accreditation and for the students who complete the program to sit for the state licensure exam.

Program Information

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

The College's catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the College. 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 SOLEX College and its request for the certificate of approval and authorization to operate 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Robert Morris University – Illinois Authorization to Grant the Master of Science in Physician Assistant Practice 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 Rush University Authorization to Grant the Bachelor of Science in Health Sciences 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 American InterContinental University Online Authorization to Grant the Master of HealthCare Management in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Fox College Authorization to Grant the Associate in Applied Science in Dental Hygiene in the South Metro 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 Harrington College of Design Authorization to Grant the Bachelor of Science in Product Design and the Master of Arts in Creative Direction in the Chicago 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 SOLEX College the Certificate of Approval and Authorization to Operate and to Grant the Associate in Applied Science in Physical Therapist Assistant in the Chicago 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.