

**APPROVED**  
**April 7, 2015**

**SEE NOTATION BELOW**

Item #IV-9  
April 7, 2015

**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**

A.T. Still University

- Operating Authority in the Chicago Region

Instituto College

- Operating Authority in the Chicago Region

Lindenwood University - Belleville

- Bachelor of Arts in History in the Southwestern Region

Rush University

- PhD in Integrated Biomedical Sciences in the Chicago Region

University of Notre Dame

- Master of Science in Business Analytics in the Chicago Region
- Master of Science in Finance in the Chicago Region

**Proprietary**

American Academy of Art

- Bachelor of Fine Arts in Art Direction in the Chicago Region
- Bachelor of Fine Arts in Digital Illustration in the Chicago Region

J'Renee College

- Operating Authority in the Chicago **FOX VALLEY** Region -

**SEE TECHNICAL CORRECTION, ITEM V-15, JUNE 2, 2015**

Northwestern College – Chicago

- Associate in Applied Science in Magnetic Resonance Imaging Technology in the Chicago Region

Northwestern College – Southwest

- Associate in Applied Science in Magnetic Resonance Imaging Technology in the South Metro 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 eight institutions.

**Not-for-Profit Executive Summary**

A. T. Still University

- Operating Authority

A. T. Still University is a private, not-for-profit institution of higher education focused on graduate level education with two established campuses in Kirksville, Missouri, and Mesa, Arizona. A. T. Still University is the founding school of osteopathic medicine in the United States and has been in continuous operation since 1892. In 2006, the University established the School of Osteopathic Medicine in Arizona (SOMA) with an innovative, service-oriented approach to the education of osteopathic physicians. The program is accredited by the Commission on Osteopathic College Accreditation (COCA). Unlike most medical education programs, early in their medical education SOMA students are assigned to one of 12 community health center clinical campuses that the University has established across the U.S. These clinical campuses provide resources including physical space, faculty, network access, and a host of other coordinated support services available for students during the last three years

of their medical education experiences. In addition to having direct clinical experiences that constitute traditional medical education, students participate individually and as a cohort to complete didactic medical education experiences that are developed and assessed by SOMA's qualified medical education faculty. This application requests authority to establish a clinical campus in cooperation with Near North Health Service Corporation in the Chicago Region. The University is regionally accredited by the Higher Learning Commission. There are policies in place to ensure faculty members possess the training, credential, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment A.

#### Instituto College

- Operating Authority

Instituto College requests authority to operate in the Chicago Region. If approved, the College will expand the mission of Instituto del Progreso Latino (Instituto), which is a non-profit organized under the laws of Illinois and approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education. In 2014, Instituto del Progreso Latino served over 10,000 participants. Instituto currently offers ESL courses in its Adult Continuing Education program and certificates through its Workforce Development and Industry Credential program in the areas of healthcare, computer information technology, hospitality management, and entrepreneurship and manufacturing technology training. The College has submitted a plan to seek national accreditation from the Accrediting Council for Independent Colleges and Schools. The College has plans to offer Associate in Applied Science programs in Health Studies, Manufacturing, Networking Technology and Hospitality Management. The College will submit applications to offer these degrees following approval of the request for operating authority.

Approval request summary, including staff conclusion, follows in Attachment B.

#### Lindenwood University - Belleville

- Bachelor of Arts in History

Lindenwood University- Belleville requests authority to offer a Bachelor of Arts (BA) in History in the Southwestern Region. The proposed program is intended to provide the knowledge and skills that students need to prepare them to pursue careers in public history such as working in archives, museums, or historical sites, or to attend graduate school, especially in history or a related field. The curriculum of the proposed BA consists of 128 semester hours, including 49 hours of general education coursework, 42 hours of history courses, and 37 elective hours. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment C.

## Rush University

- PhD in Integrated Biomedical Sciences

Rush University requests authority to offer a PhD in Integrated Biomedical Sciences in the Chicago Region. The proposed program is designed to prepare science professionals for leadership in research and academic positions. Graduates of the program will be prepared to perform high-quality biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies, and industry. Students will choose from one of five areas of concentrations that include: Translational Cancer Research; Cardiovascular and Respiratory Biology; Immunity, Infection, and Inflammation Research; Function and Disorders of the Musculoskeletal System; and Function and Disorders of the Nervous System. The proposed program is designed to be completed in five years and requires completion of 80 semester hours. All students are required to complete 18 dissertation credit hours which will involve analyzing published data, developing a research proposal, learning and applying advanced methodologies and statistical data analyses, developing skills to write and submit a pre-doctoral training grant application, practicing presentation skills to disseminate research findings in national conferences, writing in the form of a research publication, and developing and defending a dissertation project.

Approval request summary, including staff conclusion, follows in Attachment D.

## University of Notre Dame

- Master of Science in Business Analytics

The University of Notre Dame requests authority to offer a Master of Science (MS) in Business Analytics in the Chicago region. The MS in Business Analytics will provide a focused one-year, 30 credit hour graduate program that permits business professionals to enhance their ability to solve business problems using analytical techniques on large data sets. The MS in Business Analytics will allow students to advance their careers, while maintaining their obligations to work and family. Distinct from data science, the program of study is intended for business professionals to develop a better understanding of quantitative techniques in order to interface with customers and address business decision-making more rigorously. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Science in Finance

The University of Notre Dame requests authority to offer a Master of Science (MS) in Finance in the Chicago region. The MS in Finance is a 32 credit hour graduate program, where every course within the program is a core requirement. The proposed program includes two tracks, a Corporate Track and an Investment Track, which provides the opportunity for students to select a version of the program to meet particular career goals. The capstone course is an integration of financial strategy and ethics in a project-based setting. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment E.

## **Proprietary Executive Summary**

### American Academy of Art

- Bachelor of Fine Arts in Art Direction

American Academy of Art requests authority to offer a Bachelor of Fine Arts in Art Direction in the Chicago Region. The proposed program will prepare graduates to work in the commercial art and advertising industries with a diverse set of skills, knowledge, and practices. Art directors typically supervise graphic designers, illustrators, photographers, and other creative staff needed to complete a project. Program students will combine traditional drawing skills and creative problem solving with knowledge of typography and layouts to work as an art director or creative director. The 122 semester hour curriculum includes 37 hours of general education, 50 hours of core Art Direction coursework, and 35 hours of electives. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The Academy has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Fine Arts in Digital Illustration

American Academy of Art requests authority to offer a Bachelor of Fine Arts in Digital Illustration in the Chicago Region. The proposed program provides digital illustration curriculum that integrates drawing and illustration to prepare students for a professional career in the commercial art field. Students will build upon foundation skills in drawing, color theory, perspective, and composition to create digital illustrations using integrated digital techniques. The curriculum will also provide students the opportunity to learn new methods in contemporary digital art and freelance business practices, as well as develop the skills to create their own illustration styles. Students must complete 122 semester hours of coursework. In addition to art and digital illustration coursework, the curriculum also includes core humanities and sciences to provide students broad foundational knowledge. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The Academy has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment F.

### J'Renee College

- Operating Authority

J'Renee College, operating in Illinois since 2009 as J'Renee Career Facilitation, is a private, for-profit institution of higher education. The College has been in operation as a Private, Business and Vocational School since 2004, offering applied health, Certified Nursing Assistant (CNA), and Licensed Practical Nurse (LPN) programs. The College's targeted population is the adult learner residing in the metropolitan Chicago area and seeking associate degrees in nursing. With this proposal, the College is seeking to establish operating authority as the first step to becoming a degree-granting institution in the Fox Valley Region. Once granted Board approval to operate, J'Renee College plans to immediately pursue IBHE degree-granting authorization to offer an Associate of Science in Nursing, which will prepare graduates for licensure as a Registered Nurse in Illinois.

Approval request summary, including staff conclusion, follows in Attachment G.

### Northwestern College – Chicago

- Associate in Applied Science in Magnetic Resonance Imaging Technology

Northwestern College- Chicago requests authority to offer an Associate in Applied Science (AAS) in Magnetic Resonance Imaging (MRI) Technology in the Chicago Region. The proposed program will train students in the use of magnetic resonance to perform a wide variety of MRI procedures for use in the diagnosis and treatment of illnesses, diseases, and injuries. The program is intended for students with the professional goal of becoming a Magnetic Resonance Imaging Technologist (MRI Tech). The coursework in this 91 quarter credit hour program was developed according to the American Registry of Radiologic Technologists (ARRT) content specifications and curriculum guidelines. Students, in addition to classroom work, will attend clinical practicums in hospitals and outpatient settings where they will gain experience in positioning patients and performing related technical activities. This program will prepare students to sit for the ARRT exam, which is required to enter the profession as an entry-level MRI Technologist. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, combined with Northwestern College – Southwest follows in Attachment H.

### Northwestern College – Southwest

- Associate in Applied Science in Magnetic Resonance Imaging Technology

Northwestern College- Southwest requests authority to offer an AAS in Magnetic Resonance Imaging (MRI) Technology in the South Metro Region. The proposed program will train students in the use of magnetic resonance to perform a wide variety of MRI procedures for use in the diagnosis and treatment of illnesses, diseases, and injuries. The program is intended for students with the professional goal of becoming a Magnetic Resonance Imaging Technologist (MRI Tech). The coursework in this 91 quarter credit hour program was developed according to the American Registry of Radiologic Technologists (ARRT) content specifications and curriculum guidelines. Students, in addition to classroom work, will attend clinical practicums in hospitals and outpatient settings where they will gain experience in positioning patients and performing related technical activities. This program will prepare students to sit for the ARRT exam, which is required to enter the profession as an entry-level MRI Technologist. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, combine with Northwestern – Chicago follows in Attachment H.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to A. T. Still University Authorization to Operate 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 Instituto College Authorization to Operate 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 Lindenwood University- Belleville Authorization to Grant the Bachelor of Arts in History in the Southwestern 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 PhD in Integrated Biomedical 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 University of Notre Dame Authorization to Grant the Master of Science in Business Analytics and the Master of Science in Finance 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 the American Academy of Art Authorization to Grant the Bachelor of Fine Arts in Art Direction and the Bachelor of Fine Arts in Digital Illustration 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 J'Renee College Authorization to Operate 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 Northwestern College- Chicago Authorization to Grant the Associates in Applied Science in Magnetic Resonance Imaging Technology 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 Northwestern College- Southwest Authorization to Grant the Associates in Applied Science in Magnetic Resonance Imaging Technology 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.*

**A.T. Still University**  
**5850 East Still Circle**  
**Mesa, AZ 85206**  
**President: Dr. Craig Phelps**

**Seeking Operating Authority:** Chicago Region

*Projected Enrollment:* A. T. Still University projects enrollments of eight to ten students in the first year, increasing to 24-30 students by the fifth year.

**Institutional Accreditation:** A.T. Still University is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

### **Background and History**

A. T. Still University (the University) is a private, not-for-profit institution of higher education focused on graduate level education with two established campuses in Kirksville, Missouri, and Mesa, Arizona. A. T. Still University is the founding school of osteopathic medicine in the United States and has been in continuous operation since 1892. In 2006, the University established the School of Osteopathic Medicine in Arizona (SOMA) with an innovative, service-oriented approach to the education of osteopathic physicians. The program is accredited by the Commission on Osteopathic College Accreditation (COCA). Unlike most medical education programs, early in their medical education SOMA students are assigned to one of 12 community health center clinical campuses that the University has established across the U.S. These clinical campuses provide resources, including physical space, faculty, network access, and a host of other coordinated support services, for students during the last three years of their medical education experiences. In addition to having direct clinical experiences that constitute traditional medical education, students participate individually and as a cohort to complete didactic medical education experiences that are developed and assessed by SOMA's qualified medical education faculty. This application requests approval to establish a clinical campus in cooperation with Near North Health Service Corporation in the Chicago 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.*

Because this institution has not yet operated in Illinois as a degree-granting college, no data are available.

### **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.*

A. T. Still University has a stated mission to serve “as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.” The University’s educational model was designed to address societal needs with particular emphasis on addressing the ever-growing health manpower needs of the nation’s community health center network. The proposed clinical campus site promotes the goals, objectives and mission of the institution.

### **Curriculum/Assessment**

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

#### **Admission**

Applicants for admission to the first-year class in SOMA must have completed a Bachelor of Arts or Science from a regionally accredited college or university with a minimum 2.8 cumulative grade-point average and a 2.8 science grade-point average. Applicants are also required to submit scores from the Medical College Admission Test (MCAT) that have been taken within three years of application. The Admissions Committee seeks those individuals capable of meeting SOMA’s academic standards. Applicants are screened for academic achievement, clinical involvement, interpersonal relations, leadership and service, perseverance, maturity, motivation, and osteopathic awareness. Applicants who reach the final phase of the selection process will be invited for an interview. The School of Osteopathic Medicine in Arizona utilizes an education model that brings students to a central campus in Mesa, Arizona, in their first of four years of instruction. Upon successful completion of that first year, medical students are matched to national Community Health Center focused campuses around the United States, including the proposed Chicago campus.

#### **Curriculum**

The medical school didactic curriculum is developed and delivered in the students’ first year on-site in Mesa, Arizona, by Mesa-based medical school faculty members. The second year didactic curriculum is also developed onsite in Mesa, Arizona, primarily by Mesa-based medical school faculty members. That curriculum is delivered through a combination of on-site Mesa, Arizona, faculty members via webcast and through local Regional Directors of Medical Education at each individual site campus. Third and fourth year clinical rotations are supplemented with didactic curriculum developed primarily by Mesa-based medical school faculty members, and delivered via both webcast and written resources. Since the majority of the curriculum is delivered at a distance, each course is required to reiterate the goals and purpose in the course syllabus. These goals align with both the SOMA Statement of Purpose and the ATSU mission statement.

#### **Assessment of Student Learning**

The first year of medical education at the University will be delivered in a traditional manner, with students in residence on the Mesa campus. At the end of the first year, students are divided into cohorts of ten and assigned to a community health center for the remaining three years of the educational process. During the second year of their medical education, when students would arrive at the Chicago clinical campus, students continue to progress through a variety of curricular experiences that are the pre-

clinical aspects of medical education. These modules will be delivered by both synchronous and asynchronous educational delivery systems. Students' mastery of the content will remain the responsibility of the faculty and is supported by both distance education technologies (email, computerized simulations and video interaction) as well as on-site interactions with faculty mentors. Assessment of student progress will be accomplished by a variety of methods depending on content. Attainment of specific knowledge is assessed by multiple choice examinations and required activities such as post-clinical service debrief sessions led by on-site faculty. Years three and four will comprised primarily clinical practicum experience. These traditional components of medical education will be supervised by local physicians who have been credentialed by the University. Each clinical practicum has a stated set of objectives with an appropriate assessment instrument and will be evaluated by approved clinical preceptors.

#### Program Assessment

The University has processes in place to review all programs at its main campuses and clinical sites. The curriculum and program of study are reviewed using continuous quality improvement after the completion of each course. The Curriculum Committee, with support of and guidance from the Dean of Curriculum, reviews and suggests changes to curriculum during Course Debrief sessions, taking into consideration student feedback, student performance, and faculty member suggestions. Changes are implemented immediately or for the next academic year, as appropriate. Tools utilized in this process include post-course student and instructor evaluation reports, course grade books, national exam passage rates, faculty course debrief forms, and roundtable discussions.

#### **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 clinical campus will have onsite at least one full-time faculty member to coordinate learning modules for a cohort of about ten students. These modules will be developed at the Mesa campus and delivered via cases and through synchronous and asynchronous electronic media. The campus will also have an Osteopathic Manipulative Medicine faculty, plus numerous volunteer clinical preceptors. The Chicago campus will host between eight and twelve students in their second year of medical school. Those students are coordinated out of the Chicago learning center during their clinical training in the third and fourth years of medical school. The campus will ultimately host a second-year, a third-year, and a fourth-year cohort. The Near North Health Service Corporation has identified two rooms for classroom space at the 1520 North Kostner Avenue, Chicago, IL 60651.

A. T. Still Memorial Library (ATSMLib), which will be available to students at the Chicago clinical campus, provides library and multimedia resources and services to support the A. T. Still University schools and programs on both the Missouri and Arizona campuses. The ATSMLib provides an array of evidence-based resources and services that support both the students in their educational activities and the faculty in their teaching and research. The ATSMLib's collections are a blending of print and electronic resources that bring access to evidence/information into the curriculum and clinical rotations of the students. Access to and use of the ATSMLib's electronic resources is facilitated via the University's Portal. The site provides access to and facilitates use of over 18,000 electronic, full text clinical journals, over 150,000 web base e-books including over 10,000 full text medical and dental text books, and array of web based health information-based vendors. In addition to providing an extensive, web-based digital library, both ATSMLib Missouri and Arizona provide a full range of mediated services, including training and assistance in subject searching; strong document delivery and interlibrary loan

services; and one-on-one, small-group and classroom training in effective use of the ATSMlib's resources and collections.

### **Faculty and Staff**

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

The University has policies in place to ensure faculty members and clinical preceptors possess the training, credentials, and other related qualifications to provide instruction and supervision. 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.*

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

### **Accreditation/Licensure**

A. T. Still's University School of Osteopathic Medicine is currently accredited by the Commission of Osteopathic College Accreditation. This accreditation will cover all of the activities at the proposed Illinois clinical campus.

### **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 the University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

### **Staff Conclusion**

The staff concludes that A. T. Still University meets 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.

**Instituto College**  
**2520 South Western Avenue**  
**Chicago, IL 60608**  
**President: Mr. Juan Salgado**

**Seeking Operating Authority:** Chicago Region

**Institutional Accreditation:** Instituto College has submitted plans to seek national accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

## **Background and History**

Instituto College (the College) is seeking authorization to operate as a degree-granting institution in the Chicago Region. If approved, the College will expand the mission of Instituto del Progreso Latino (Instituto), which is a non-profit organization currently approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education. Instituto was founded in 1977 with a mission to “contribute to the fullest development of Latino immigrants and their families through education, training, and employment that foster full participation in the changing U.S. society while preserving cultural identity and dignity.” The mission has advanced to include the offering of workforce development programs, adult education, youth development, and education and citizenship preparation. Instituto operates from five locations in predominantly Latino communities in the southwest side of Chicago. In 2014, it served over 10,000 participants. Instituto currently offers ESL courses in its Adult Continuing Education program and certificates through its Workforce Development and Industry Credential program in the areas of healthcare, computer information technology, hospitality management, entrepreneurship, and manufacturing technology training. These programs will continue to be offered and will be organized through the proposed Instituto College. As the largest Latino-serving workforce development organization in the State of Illinois, Instituto “aims to increase each participant’s level of self-sufficiency, to work with industry partners to meet labor shortage demands, and create access to education and skills training for low-income adults and youth.”

## **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.*

Because this institution has not yet operated as a degree-granting college, no data are available.

## **Mission and Objectives**

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

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

The proposed Instituto College will enable Instituto del Progreso Latino to expand its impact on educating the community. The mission of the College is to provide an “enriched learning environment where students have the opportunity to earn practical credentials based on industry standards that enable them to develop their skills, become lifelong learners, and contribute to the overall vitality of their communities.” The application for operating authority is consistent with the mission, goals, and objectives of the College.

### **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

Applicants for admission to Instituto College must possess a high school diploma or a General Educational Development (GED) certificate. Applicants may also be transfer students from other colleges, universities, or vocational programs. Applicants are required to take placement tests to ensure appropriate academic support and placement. The placement tests will be waived if the student submits a recent ACT score or has earned a grade of C or better from an accredited college or university in college-level English or math courses.

#### Curriculum

Once granted Board approval to operate, Instituto College plans to immediately pursue the IBHE authorization to grant Associate in Applied Science (AAS) programs in Networking Technology, Manufacturing Supervision, Hospitality and Entrepreneurship, and Health Studies.

#### Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Students are expected to achieve set competencies including: demonstration of leadership, critical thinking, and problem solving skills; demonstration of effective communication through technology, written documentation, effective listening, and oral expression; utilization of a continuous self-assessment process to monitor professional development; upholding the standards, ethics, and values of the profession; and committing to being responsible for learning and personal growth. The competencies are integrated into the coursework. The general education curriculum is designed to be in alignment with the Illinois Articulation Initiative categories of Communications, Humanities and Fine Arts, Math, Physical and Life Sciences, and Social and Behavioral Sciences. Student learning outcomes will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, lab-experiments, team projects, and written assignments.

#### Program Assessment

The College has established policies for reviewing programs for continuous improvement. Programs will be comprehensively reviewed every two years and continuously evaluated for effectiveness through course evaluation surveys; alumni surveys focused on graduates' employment, career advancement, and satisfaction with the education; analysis of data on persistence, completion of credentials, and graduation rates; analysis of data describing students' examination results; analysis of data on students' examination pass rates; analysis of data on employment rates; input from Program Advisory Council members; and feedback from the internship supervisors.

## **Facilities (space, equipment, instructional materials)**

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

The College has adequate facilities to administer post-secondary education programs. The College has 37 instructional rooms including ten science labs and four computer labs. The library is well equipped with instructional materials including 4,985 books and electronic resources. The library provides access to electronic databases including ERIC, WorldCat, ArticleFirst, and Wilson Select. A full-time librarian with appropriate credentials will be available to provide student and faculty support. The building will be mainly available for College students in the evening (from 3:30 pm) and during the weekends. College students will be allowed to use the library during the day, but in a restricted area. The College will hire a part-time librarian to work evening hours and provide support to students.

## **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 policies to ensure that faculty hired possess the training, credentials, and other required qualifications to provide quality instructions to students. The College has faculty with relevant credentials and experience to teach the general education courses and the programs' core contents.

## **Fiscal/Personnel Resources**

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

The College has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the projected five years of operation.

## **Accreditation/Licensure**

As pursuant to this application for Operating Authority, neither specialized accreditation nor licensure is required.

## **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.*

Instituto College's catalog provides adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for

prospective students to make informed decisions on enrollments. The materials provided in the proposal are consistent with the information in the catalog.

**Staff Conclusion.** The staff concludes that Instituto College meets 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.

**Lindenwood University - Belleville**  
**2600 West Main Street**  
**Belleville, IL 62226-6651**  
**President: Dr. Jerry M. Bladdick**

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in History in the Southwestern Region

*Projected Enrollments:* Lindenwood University - Belleville projects enrollments in this program to grow from 15 students in the first year to 70 in the fifth year of operation.

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

### **Background and History**

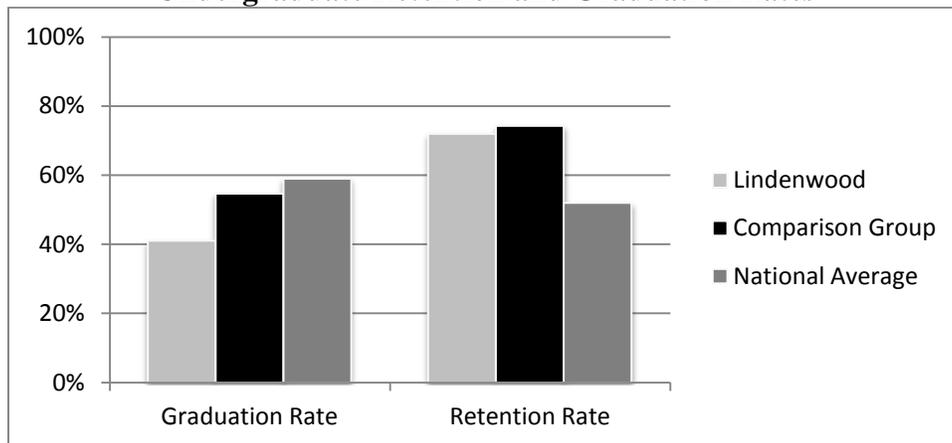
Lindenwood University - Belleville (the University) was established in 2003 as an extension location of the main campus originally founded in St. Charles, Missouri. Lindenwood University - Bellville is one of 12 University sites offering baccalaureate and master's degree programs. In 2001, Lindenwood University leaders and business leaders in Belleville, Illinois, collaborated to establish an extension at the facilities that previously housed Belleville West High School. Current University offerings include education, health and human resource management, business administration, humanities, sciences, and counseling. Together, these programs enroll over 1,100 students. With this application, Lindenwood University - Belleville is seeking authority to offer a Bachelor of Arts (BA) in History in the Southwestern 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

## Undergraduate Retention and Graduation Rates



*Source: National System for Education Statistics (NCES), US Department of Education*

*Note: Lindenwood University is in the 4 year competitive enrollment Illinois comparison group. Cohort is based on those seeking bachelor's degree only.*

*Higher percentages are positive indicators.*

### Undergraduate Graduation Rate

Lindenwood University's 2012 graduation rate was 47 percent. The national 2012 average graduation rate for four year not-for-profit institutions was 66 percent and the average among comparable Illinois institutions was 54.7 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

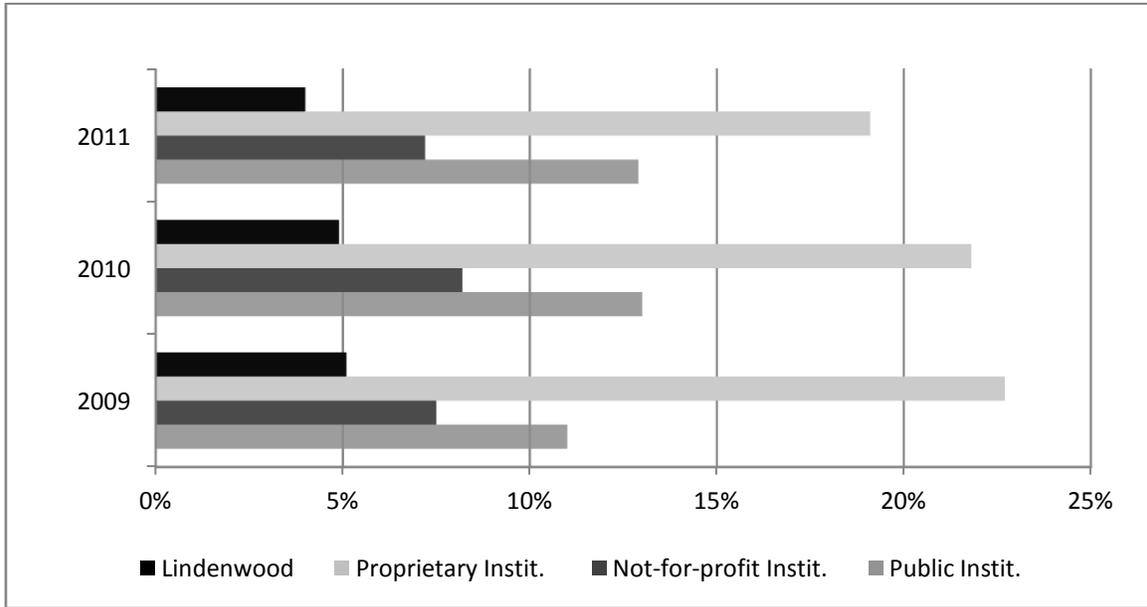
### Undergraduate Retention Rate

Lindenwood University's 2012 retention rate was 72 percent. The national average retention rate for not-for-profit institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 74.3 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

### Undergraduate Completions per 100 FTE

Lindenwood University's 2012 completions per 100 full-time equivalent enrollment (FTE) rate was 19. The average among comparable Illinois institutions was 27. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Lindenwood University is a Not-for-profit Institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Lindenwood University (inclusive of the Belleville campus) was four percent in 2011, 4.9 percent in 2010 and 5.1 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school’s borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

#### Mission and Objectives

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

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

The goals and objectives of the proposed degree program are consistent with what the degree program titles imply. The proposed degree program is congruent with Lindenwood University - Belleville’s mission to “offer values-centered programs leading to the development of the whole person, an educated, responsible citizen of a global community.” In addition, the University is committed to eight principal values, including offering liberal arts curricula as well as professional and pre-professional degree programs, supporting academic freedom and unrestricted search for truth, promoting ethical lifestyles, and furthering lifelong learning.

## Curriculum/Assessment

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

### Admission

To be admitted to the proposed bachelor's program, an applicant must provide a high school diploma or equivalent, resume, personal statement, and ACT or SAT scores. Alternatively, provisional admission to the University may be granted by the Dean of Admissions on the basis of evidence of high school transcripts, ACT/SAT scores, GED, and/or other university transcripts. Transfer students are admitted as juniors after they have successfully completed a two-year program at accredited community colleges or equivalent and submitted their transcripts.

### Curriculum

The proposed program is intended to provide the knowledge and skills that students need to prepare them to pursue careers in public history such as working in archives, museums, or historical sites, or to attend graduate school, especially in history or a related field. The curriculum of the proposed BA consists of 128 semester hours, including 49 hours of general education coursework, 42 hours of history courses, and 37 elective hours. The required history courses include surveys of American and European history, historical methods, non-Western and social histories, and a senior seminar. The senior seminar is a capstone research and writing course which will require content exams and a major research paper. Students in this program will also be required to complete an Applied History course in which they will have the opportunity to work with various agencies in the area including the St. Clair Historical Society. Within this internship course, students will be required to create a portfolio and project reports to be evaluated by faculty and a site supervisor.

### Assessment of Student Learning

The University has established policies and practices for the assessment of student learning outcomes in its existing degree programs. These same policies and practices will be applied to the proposed program. For each of its regular courses and programs, the institution has established student learning outcomes, and from those outcomes, corresponding course objectives, learning activities, and instruments for evaluating the outcomes. The evaluation instruments include assignments, quizzes, tests, research papers, presentations, comprehensive examinations, capstone projects and supervised internships. These direct assessment measures will provide meaningful feedback to students on their progress through each degree program. The results of the assessments will be used to improve degree programs as needed.

### Program Assessment

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

## **Facilities (space, equipment, instructional technology)**

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

The University has adequate facilities for the proposed program including 41 classrooms, a library, the Senator Alan Dixon Student Center, computer labs, and a student counseling, and resource center that focus on student development and career needs. As more programs are planned and approved, more facilities will be completed to meet the needs of the students. In addition to these facilities, the University has a variety of facilities including student housing, dining and lounging, and recreation. The existing resources and those being planned for construction are adequate to meet the needs of the proposed program.

### **Library**

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

## **Faculty and Staff**

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

The University has policies in place to ensure faculty and staff possess the training, credentials, and other appropriate qualifications to provide needed support to the program. Faculty who will teach in the proposed program will hold at least a masters degree in the field in which they teach. A formal faculty evaluation process is in place.

## **Fiscal/Personnel Resources**

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

Lindenwood University - Belleville has submitted financial plans projecting that tuition revenue will exceed operating expenditures beginning in the first year of the proposed program.

## **Programmatic Accreditation/Licensure**

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

## **Program Information**

*Criterion 1030.60(a)(70) provides that the information which the institution provides for students and the public shall accurately describe the degree program offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

Detailed information and program descriptions submitted as part of the application provide accurate information regarding Lindenwood University - Belleville's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed programs are consistent with other information provided by the institution. 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 Lindenwood University - Belleville 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 Board of Higher Education policies pertaining to assessment and accreditation for licensure.

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

**Proposed Program Title in Region of Authorization:** PhD in Integrated Biomedical Sciences in the Chicago region

*Projected Enrollments:* Rush University projects enrollments of ten students in the first year increasing to 50 by the fifth year.

**Institutional Accreditation:** Rush University is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges.

### **Background and History**

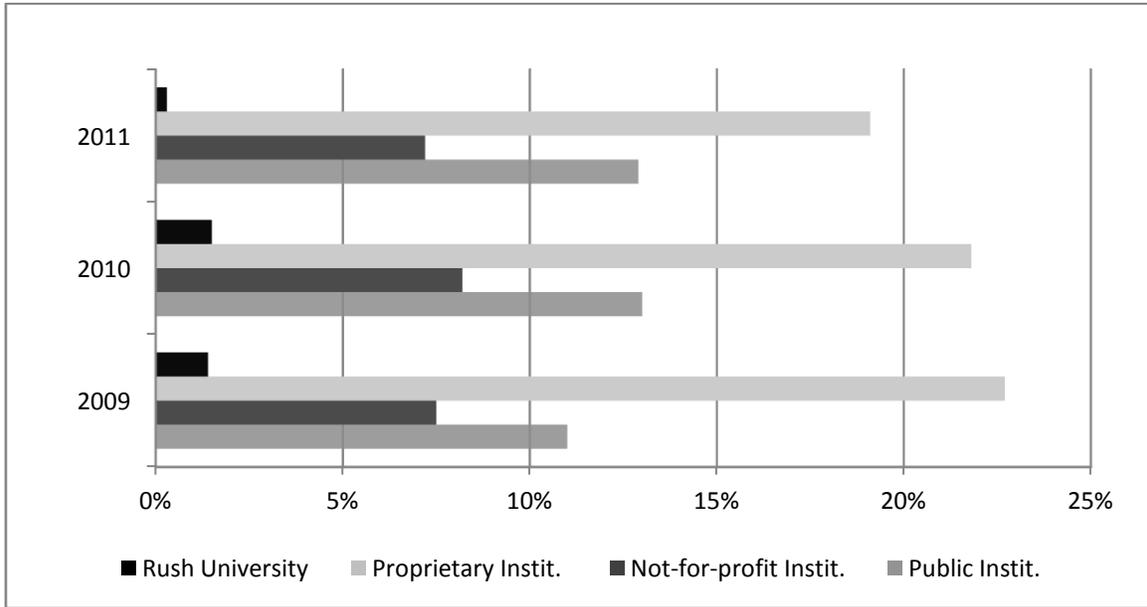
Rush University (the University) is an independent not-for-profit institution founded in 1972. The University is affiliated to Rush University Medical Center as the academic unit of the institution. Rush University Medical Center refers specifically to the hospital and clinical system. Rush Medical College received its charter in 1837 and became the first medical school in Chicago. Rush Medical College was affiliated with the University of Chicago from 1898 to 1941 and in 1942 it closed its door for the next 27 years, following the end of the affiliation. Rush was re-organized as a brand name to represent different entities covering health care, education, and research enterprise: Rush University Medical Center; Rush University; Rush Oak Park Hospital; and Rush Health. The University offers certificate programs, bachelor's degrees, master's degrees, and doctoral degrees through Rush Medical College; College of Nursing, College of Health Sciences, and the Graduate College. Rush University has more than 2,000 students enrolled in more than 40 programs. With this application, Rush University is seeking authority to offer a PhD in Integrated Biomedical Sciences in the Chicago 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Rush University is a Not-for-profit institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Rush University was 0.3 percent in 2011, 1.5 percent in 2010 and 1.4 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new postgraduate program.

#### Mission and Objectives

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

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

Rush University's mission is to provide quality academic health care system "through the integration of outstanding patient care, education, research, and community partnerships." Rush University has an exclusive focus on the health sciences and shares the same campus with Rush University Medical Center to foster quality integration of patient care, research, and education. Physicians, nurses, and other healthcare professionals who provide patient care at the Medical Center also

teach at the university. The proposed degree program is designed to “educate science professionals for leadership in research and academic position,” which adheres to the mission of the institution. The proposed degree title corresponds with the 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 to the PhD program in Integrated Biomedical Sciences must submit required documentations and meet the minimum requirements to be selected. Applicants must submit the following to be considered for admission: a statement of purpose regarding their research interest in the biomedical sciences field; curriculum vitae or resume; three letters of recommendation; GRE scores or other equivalent test scores such as MCAT, DAT, PCAT, or USMLE; and official transcripts from all higher education institutions attended. Applicants must also hold a bachelor’s degree from an accredited U.S. institution with a minimum GPA of 3.0 on a 4.0 scale. International applicants must submit official transcripts along with a course-by-course evaluation which confirms the equivalence of at least a US bachelor’s degree with a minimum GPA of 3.0 on a 4.0 scale. Admission to the proposed program will be competitive. The program will target applicants with strong backgrounds in the basic and natural sciences who desire careers as researchers in industry, academia, government, and health fields. All competitive PhD applicants will be asked to complete a program interview.

### **Curriculum**

The proposed program was designed to prepare science professionals for leadership in research and academic positions. Students will also be trained to advance their careers in the science industry fields. Graduates of the program will be prepared to perform advanced biomedical research at colleges and universities, government agencies, hospitals, non-profit agencies and industry. The proposed program was designed to be completed in five years and requires completion of 80 semester hours including 37 credit hours of core courses, 16 credit hours of concentration specific cognates, 9 credit hours of elective courses, and 18 hours of dissertation credit. The core curriculum, which will be completed by all students, builds knowledge and skills in research theories and methodology, data analysis and statistics, laboratory applications and skills, and the molecular and cellular sciences basic to health and disease. In addition, students will work with faculty advisors to select one area from the five tracks: Translational Cancer Research; Cardiovascular and Respiratory Biology; Immunity, Inflammation, and Infection; Function and Disorders of the Musculoskeletal Disorders; and Function and Disorders of the Nervous System. All students will be required to complete 18 dissertation credit hours which will involve analyzing published data, developing a research proposal, learning and applying advanced methodologies and statistical data analyses, developing skills to write and submit a pre-doctoral training grant application, practicing presentation skills to disseminate own research findings in national conferences, writing in the form of a research publication, and developing and defending a dissertation project. If the PhD in Integrated Biomedical Sciences is approved, it will replace most of the existing PhD programs in the basic sciences (Biomechanics, Biochemistry, Medical Physics, Anatomical Sciences, Immunology and Microbiology, Physiology, Pharmacology, and Neurosciences). Enrolled students will be allowed to complete their programs through graduation.

## Assessment of Student Learning

Student achievements will be assessed using a variety of direct and indirect performance evaluation methods, including: examinations; participation in class discussions, and seminars; written assignments; journal club presentations; outside scientific presentations; laboratory skill demonstrations; student, alumni and employer surveys; research dissertation completion; and roles and contributions within the academic and scholarly community. The University has established institutional policies and structures for continuous evaluation and improvement. The Office of institutional Research, Assessment, and Accreditation (OIRAA) is a unit in the Office of the Provost in charge of conducting ongoing evaluation and research on student performance and institutional effectiveness. OIRAA provides support to achieve quality educational programs at Rush University through fostering “excellence in educational practices” and “by establishing and maintaining a culture of assessment and improvement at the course, program and institutional levels.” In adherence to University policies and procedures, each academic unit at the institution conducts annual assessment on student learning and provides feedback to faculty and other stakeholders for program improvement. In addition to the annual assessment reports, each academic unit conducts Program Review at least every five years.

## Program Assessment

Rush University has established policies for program assessment. Each academic unit conducts comprehensive program review at least every five years. The review provides the unit’s mission and strategic position relative to the University; description of the academic program; description and evaluation of teaching, advising, and mentoring practices; and faculty composition. Upon completion of the review, the academic unit submits a written document detailing the assessment and evaluation of its quality and effectiveness regarding student learning outcomes, teaching, research, scholarship, and service activities to the OIRAA. The document is reviewed by the Office of the Provost and the Program Review team. The University uses Assessment Plan based on Stufflebeam’s CIPP model (context, input, process, and product) for program evaluation and continuous improvement. Program level outcomes are assessed using core performance indicators such as: admission/matriculation rates; graduation/persistence rates and time to degree completion; satisfaction rates (students, alumni, employers, faculty); workforce preparation, job placement rates, and contributions of graduates to their profession; scholarship, research, and service (faculty, students, alumni); civic engagement (faculty, students, alumni); and diversity.

## **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 physical facilities to be used for the proposed program are the Armour Academic Center (AAC) and the Cohn Research Building. These facilities house the classrooms, laboratories, administrative and student service centers. The AAC has 22, 844 square feet of educational space over 10 floors containing 41 classrooms and eight laboratories to support research activities, and other spaces assigned for group and individual study. The AAC houses the College of Health Sciences, Rush Medical College, University Administration Offices, Office of Student Affairs, Library, McCormick Educational Technology Center (METC), and the bookstore. The AAC facility contains a library that has 3 rooms and 28,000 total net square feet. Students in the proposed program will perform most of their research work at the Cohn Research Building. The adjacent Jelke Building also provides research and laboratory space. These facilities have over 88,000 net square feet space containing 184 research laboratories, six conference/meeting rooms, and two large auditoriums.

The Rush University Medical Center library serves the educational, practice, and research needs of University students, faculty, and staff through providing access to a wide collection of print and non-print books and journals. Electronic library resources are available through the remote library proxy or Rush network connections. The library provides access to 113 databases including CINAHL, MEDLINE, PsycINFO, and Scopus and has an extensive online collection with over 7,000 current ejournals and 4,500 ebooks. In addition, the library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), which has 86 member institutions that benefit from an integrated library system (I-Share).

### **Faculty and Staff**

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

The University has established policies to ensure that faculty hired possess the training, credentials, and other required qualifications to provide quality instructions to students. All teaching faculty are regular and full-time. The faculty that will teach and advise in the program have relevant education and experience to advance teaching and learning in the area of study. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

### **Fiscal and Personnel Resources**

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

The University has submitted five-year fiscal plans that show operational revenue will exceed expenditure in the first year of operation and subsequently from the third year.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

### **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 University's catalog provides adequate information on the institution's academic policies; tuition, fees, and refund policies; admissions procedures; and other relevant information necessary for prospective students to make informed decisions on enrollment in the proposed program. The materials provided in the proposal are consistent with the information in the catalog.

**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

**University of Notre Dame**  
**Notre Dame, IN 46556**  
**President: Rev. John I. Jenkins**

**Proposed Program Title in Region of Authorization:** Master of Science in Business Analytics in the Chicago region.

*Projected Enrollments:* University of Notre Dame projects enrollments of 30 students in the first year, rising to 50 students per annual cohort each year thereafter.

**Proposed Program Title in Region of Authorization:** Master of Science in Finance in the Chicago region.

*Projected Enrollments:* University of Notre Dame projects enrollments of 30 students in the first year, rising to 50 students per annual cohort each year thereafter.

**Institutional Accreditation:** The University of Notre Dame is regionally accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools.

### **Background and History**

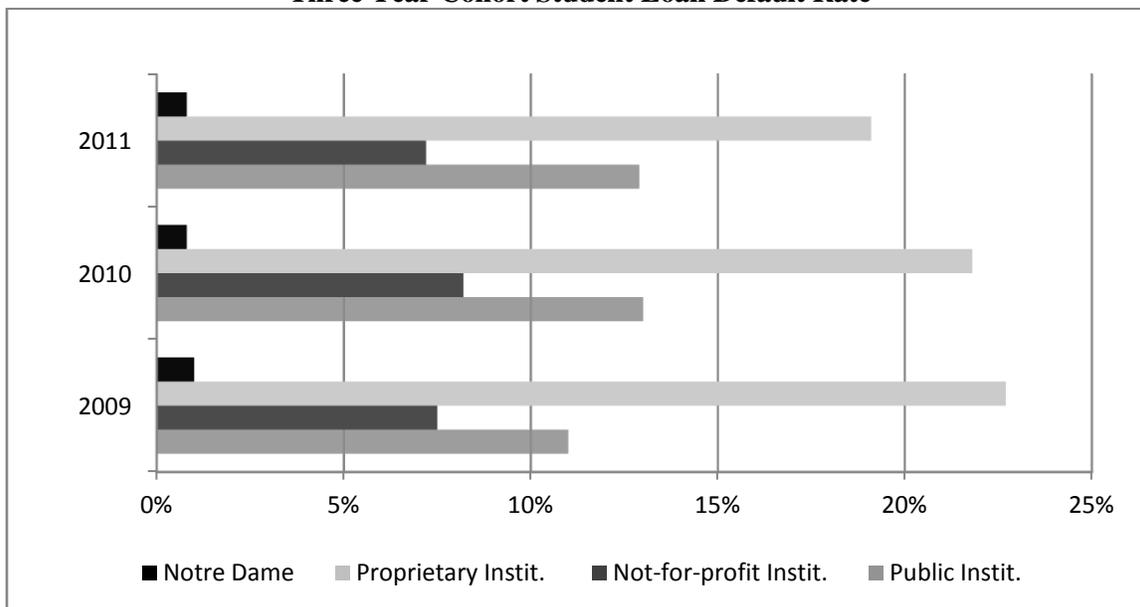
University of Notre Dame du Lac (the University) is a not-for-profit institution offering bachelors, masters, and doctoral level degree programs. Founded in 1842 by the Congregation of Holy Cross, a Catholic order of priests and brothers, the institution has grown into a preeminent research institution. The University of Notre Dame was approved in April 1999 for Operating Authority and Degree-Granting Authority for the Master of Business Administration in the Chicago Region. With this application, the University is seeking approval for the authority to offer a Master of Science in Business Analytics (MSBA) and a Master of Science in Finance (MSF) in the Chicago 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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Notre Dame University is a Not-for-profit institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Notre Dame University was 0.8 percent in 2011, 0.8 percent in 2010, and one percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer new graduate programs.

#### 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.*

Notre Dame University was founded in 1842 by the Congregation of Holy Cross, a Catholic order of priests and brothers, and is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where, through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in

the arts, sciences, professions, and every other area of human scholarship and creativity. The University seeks to cultivate an understanding of and extend human achievement and knowledge while also developing in its students those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. The Mendoza College of Business will administer the MSBA and MSF. The College's mission is to build a premier Catholic business school that fosters academic excellence, professional effectiveness and personal accountability in a context. The proposed programs are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding degree programs' 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**

Applications for the MSBA and MSF must include the following elements: resume; interview; official transcript(s); two letters of recommendation; an application essay; and an official TOEFL, PTE, IELTS Academic score report (non-US students only). The admissions team reserves the right to require the GMAT. Transcripts are required from every college and university attended. The University will not accept transfer credit for these programs.

### **Curriculum**

#### **Master of Science in Business Analytics**

The Master of Science in Business Analytics will provide a focused one-year, 30 credit hour graduate program that will permit business professionals to enhance their abilities to solve business problems using analytical techniques on large data sets. Distinct from data science, this program is intended for business professionals to develop a better understanding of quantitative techniques in order to interface with business customers and address business decision-making. Students will be expected to develop skills to retrieve, analyze, and evaluate large data sets. Graduates will address ethical issues that arise and take a values-based approach to the compilation and analysis of these data sets. The capstone course will provide an integrative project-based experience for students, as they work with one or more industry partners. Students will be presented with a real business problem and will be expected to develop and execute a project work plan that analyzes the data available, develops actionable recommendations, and provides insight into the basis for those recommendations.

#### **Master of Science in Finance**

The Master of Science in Finance is a 32 credit hour graduate program where every course within the program is a core requirement. The MSF program includes two tracks, a Corporate Track and an Investment Track, which provides an ability to select a version of the program to meet particular career goals. Each track includes two courses in each intensive session, comprising four credit hours within the overall curriculum. The capstone course is an integration of financial strategy and ethics in a project-based setting. This course represents the culmination of the MSF program's curriculum of financial theory and practice where students will develop a comprehensive financial strategy and solution in a group-based project.

### **Assessment of Student Learning**

The proposed programs have established learning goals and outcomes that will be assessed and also adhere to the standards and curriculum guidelines recommended by the Association to Advance

Collegiate Schools of Business (AACSB). All program assessment activities will be embedded in course assignments and projects. Student success in the program will be measured by the stated learning objectives. Each course within the curriculum will be mapped to specific learning goals. Student performance and course efficacy will be regularly evaluated by individual instructors and is based on class discussion, quizzes, examinations, projects, and research papers. Through the AACSB accreditation process, each course faculty will create and document a rubric and assessment to positively indicate that the learning goals assigned to that course are being accomplished.

### Program Assessment

Notre Dame has a clearly articulated assessment plan, aligned to institutional goals and AACSB standards, to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The proposed programs 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. The Course Instructor Feedback (CIF) information is used for a variety of purposes, including course changes, faculty evaluation and retention decisions, and course outcome evaluation. In addition, the Program Office meets regularly with its students. Informal feedback is gathered through consistent discussions and formal qualitative feedback sessions, attended by the Academic Director and Program Administrator at the close of each term. Results from the CIFs and qualitative sessions are reviewed annually by the Curriculum Committee for both programs. A review for each program will be scheduled at the end of the first year.

### Facilities (space, equipment, instructional materials)

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

The proposed programs will be housed at the Chicago campus of Notre Dame on Michigan Avenue. Existing classroom space and computer resources are sufficient for needs of both programs. Adequate technical support is also readily available through help desk hours and via cell phone for program and technical support staff. The Library system at Notre Dame consists of 10 libraries including the Thomas Mahaffey Jr. Business Library. The Mahaffey Library provides access to over 6,800 serials, journals and other publications and subscribes to over 150 databases and data sets (e.g., Factiva, Lexis/Nexus, Bloomberg, and Capital IQ). Students at the Chicago campus will have online access to digital databases from any campus location, home, office, or via remote location. Qualified reference librarians will be available to assist students with their questions 85 hours per week.

### Faculty and Staff

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

The University has identified institutional 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.*

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**

The University of Notre Dame Mendoza College of Business holds accreditation with the Association to Advance Collegiate Schools of Business. The proposed programs in the Chicago region will be included in the existing scope of AACSB accreditation.

## **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 applications provide information regarding University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs.

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



**American Academy of Art**  
**332 South Michigan Avenue**  
**Chicago, IL 60604**  
**President: Mr. Richard Otto**

**Proposed Program Title in Region of Authorization:** Bachelor of Fine Arts in Art Direction in the Chicago Region

*Projected Enrollment:* American Academy of Art projects enrollment of 20 students in the first year, increasing to 65 students by the fifth year of the program.

**Proposed Program Title in Region of Authorization:** Bachelor of Fine Arts in Digital Illustration in the Chicago Region

*Projected Enrollments:* American Academy of Art projects enrollment of 15 students in the first year, increasing to 59 by the fifth year of the program.

**Institutional Accreditation:** American Academy of Art is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and nationally accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCET).

### **Background and History**

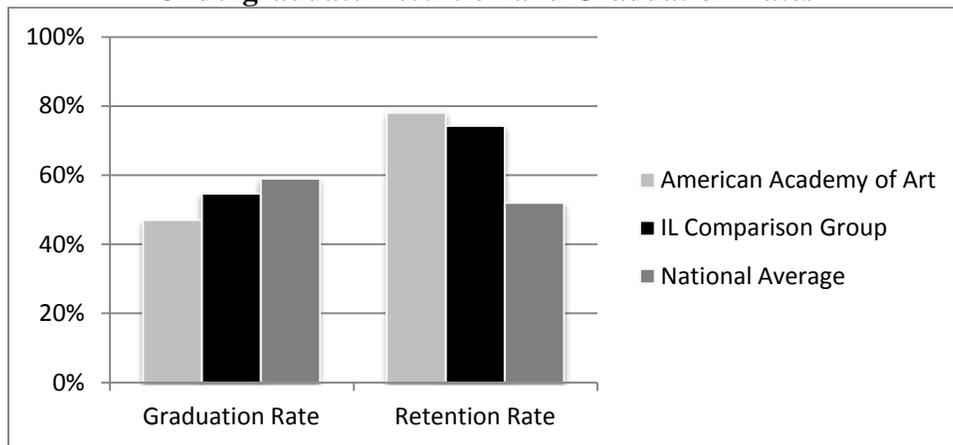
American Academy of Art (the Academy) is a private, for-profit institution of higher education located in downtown Chicago. It was founded in 1923 as a school for professional artists. The Academy currently offers several Bachelor of Fine Arts degree programs including Illustration, 3-D Modeling/Animation, Multimedia/Web Design, Photography, and Painting with specializations in oil painting and watercolor painting. With this application, the Academy is seeking authority to offer the Bachelors of Fine Arts (BFA) in Art Direction and Digital Illustration.

### **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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois Institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

## Undergraduate Retention and Graduation Rates



*Source: National System for Education Statistics (NCES), US Department of Education*

*Note: American Academy of Art is in the 4 year competitive enrollment Illinois comparison group. Cohort is based on those seeking bachelor's degree only. Higher percentages are positive indicators.*

### Undergraduate Graduation Rate

American Academy of Art's 2012 graduation rate was 47 percent. The national 2012 average graduation rate for proprietary institutions was 51 percent and the average among comparable Illinois institutions was 33 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

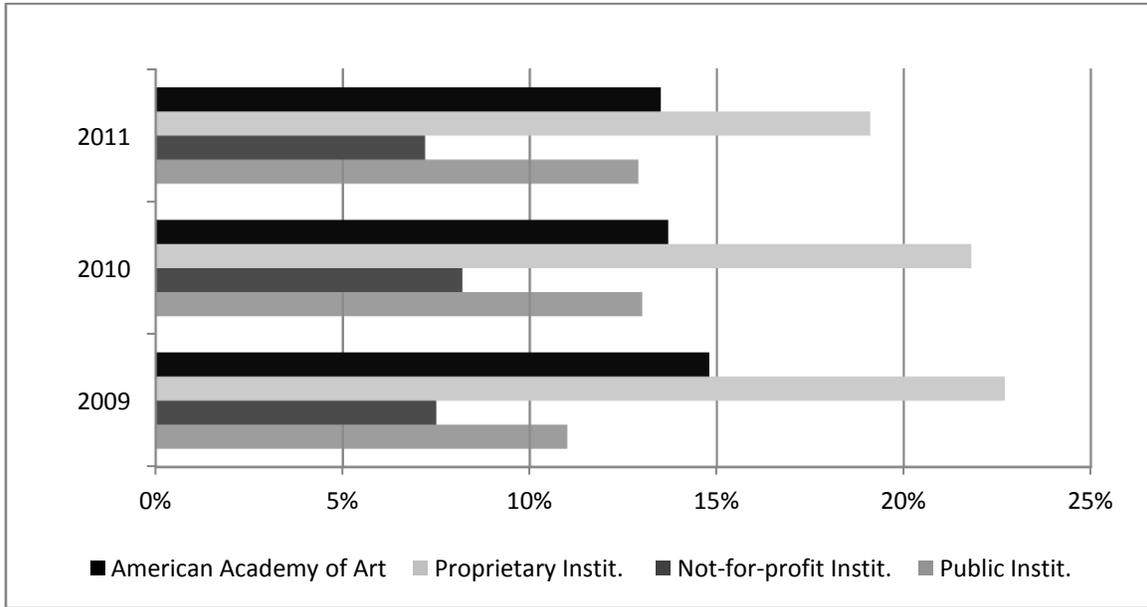
### Undergraduate Retention Rate

American Academy of Art's 2012 retention rate was 67 percent. The national average retention rate for proprietary institutions in 2012 was 52 percent and the average for comparable Illinois institutions was 63 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

### Undergraduate Completions per 100 FTE

American Academy of Art's 2012 completions per 100 full-time equivalent enrollment (FTE) rate was 43. The average among comparable Illinois institutions was 53. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: American Academy of Art is a Proprietary Institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for the American Academy of Art was 13.5 percent in 2011, 13.7 percent in 2010, and 14.8 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

#### 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 proposed programs are consistent with the Academy's mission which is to "teach students the traditional and contemporary skills that will enable them to pursue careers as professional artists. Academy graduates will have the professional skills and vision, the knowledge of other disciplines of human achievement, and the commitment to lifelong learning needed to succeed in a global society while contributing to their communities." The proposed programs are consistent with the purpose, goals, and objectives of the University and the requested degree titles are in alignment with the corresponding degree program objectives and curricula.

## **Curriculum/Assessment**

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

### **Admission**

All applicants to the Academy must complete an application form and an interview with an institutional representative. Applicants must submit evidence of a high school diploma or equivalent and submit all official college transcripts. In order to receive consideration for transfer credit, students must submit all transcripts and/or portfolios of studio art and the Academic Dean, in conjunction with the Registrar, will make the determination of credit accepted. In addition, prospective students must attend a two-interview process with a campus visit. Prospective students are selected based on their “motivation to pursue a career in the visual art field.”

### **Curriculum**

#### **Bachelor of Fine Arts in Art Direction**

The Academy's BFA in Art Direction will prepare graduates to work in the commercial art and advertising industries with a diverse set of skills, knowledge and practices. According to the U.S. Department of Labor, art directors are responsible for the visual style created to communicate the client's ideas. Art directors typically supervise graphic designers, illustrators, photographers and other creative staff needed to complete a project. Program students will combine traditional drawing skills and creative problem solving with knowledge of typography and layouts to work as an art director or creative director. The 122 semester hour curriculum includes 37 hours of general education, 50 hours of core art direction coursework, and 35 hours of electives. Students complete the program with the development of a professional art direction portfolio which represents their individual vision and creative problem-solving skills through a variety of campaigns using typography, infographics, storyboards, illustrations, and photography.

#### **Bachelor of Fine Arts in Digital Illustration**

The BFA in Digital Illustration will provide a curriculum that integrates “drawing and illustration with the digital technologies,” to prepare students for a professional career in the commercial art field. Students will build upon foundation skills in drawing, color theory, perspective, and composition to create digital illustrations using integrated digital techniques. The program will also give students the opportunity to learn new methods in contemporary digital art, freelance business practices, as well as develop the skills to create their own illustration styles. Students must complete 122 semester hours of coursework including 55 hours of digital illustration core courses, 30 hours of elective courses (six classes), and 37 hours of general education courses.

### **Assessment of Student Learning**

The proposed programs have stated goals and learning outcomes that are tied to course assignments. Student learning will be assessed through course quizzes and tests, written assignments, projects, critiques, peer reviews, and faculty review of a final portfolio presentation. Each of the graded components of any course is targeted to course goals and objectives, which in turn, are targeted to the overall program objectives. At the program level, learning outcomes are assessed through portfolio

submitted by every graduate in the program. The students submit the portfolio to the faculty and are required to discuss their work with faculty and students.

### Program Assessment

The Academy has developed an ongoing assessment plan to guide the evaluation and improvement of its academic programs. Assessment data are collected through many offices and departments on a regular basis and is channeled to the Academic Dean and department chairs for analysis. The Academic Dean coordinates assessment across the institution and distributes data to the appropriate offices and departments to help inform any proposed changes or improvements. Two activities form the core of the assessment process at the Academy: the three-year program review and the annual school-wide assessment day (A-Con).

The three-year program review conducted by each academic department is the foundation for assessment of student learning. Each department chair coordinates the program review, which includes an analysis of current trends in the field, comparison of curriculum to peer institutions, feedback from current students, alumni, and employers, and a review of current course descriptions, prerequisites, and curriculum map. The department chairs use the program review as an opportunity to set goals for improving their programs and as a basis for recommendations for changes to the curriculum. A-Con is an annual two-day event that takes place each spring. All faculty are required to attend and participate in an evaluation of the work of selected graduating seniors and in cross-department analysis of and reflection on student learning. In addition to faculty, the event is also attended by current students and by guest evaluators who are working in the field. As part of A-Con, many different types of information are collected, including a pre-event survey of faculty that asks them to reflect on student learning in their classes in the past year, an evaluation rubric completed by all evaluators during senior portfolio presentations, worksheets from cross-department discussion following presentations, department goals and areas of interest for future research, and a follow-up survey of all faculty for ideas for the next year's assessment day. All of this information is included in a summary report that is distributed to all faculty following the event.

### **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 degree programs will be offered at the existing campus of the American Academy of Art. The present equipment and instructional materials that were designed and purchased for the current Illustration, Art Direction, and Graphic Design courses will support the initial startup of the proposed BFA programs. As the programs build, additional equipment and instructional material will be purchased as necessary. The American Academy of Art's Irving Shapiro Library has the resources suitable for the proposed program. The library also offers electronic access to almost 60 a general and discipline-specific research databases through subscriptions to EBSCOhost and LIRN, as well as to CAMIO and Saskia Art Images, which contain digital images from throughout art history. These resources are accessible off-campus via the library website. Membership in OCLC also allows the library to obtain books, journal articles, and other materials outside the scope of the library's collection via interlibrary loan.

## **Faculty and Staff**

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

The Academy has policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide 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 Academy has submitted fiscal plans indicating tuition revenues exceed, and will continue to exceed, operating expenditures for the proposed program beginning in the first year of the programs.

## **Accreditation/Licensure**

No specialized accreditation or licensure of graduates is required.

## **Program Information**

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

Detailed admission and program descriptions submitted as part of the applications provide information regarding the Academy's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs.

## **Staff Conclusion**

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

**J’Renee College**  
**415 Airport Rd.**  
**Elgin, IL 60123**  
**President: Ms. Juanita Macklin**

**Seeking Operating Authority:** Fox Valley Region

**Institutional Accreditation:** J’Renee College is nationally accredited by the Accrediting Council for Continuing Education and Training (ACCET). The institution has also submitted timelines and plans for seeking regional accreditation through the Higher Learning Commission (HLC).

### **Background and History**

J’Renee College (the College), operating in Illinois since 2009 as J’Renee Career Facilitation, is a private, for-profit institution of higher education. The College has been in operation in the private business and vocational school sector since 2004, offering applied health, Certified Nursing Assistant (CNA) and Licensed Practical Nurse (LPN) programs. The College’s targeted population is the adult learner residing in the metropolitan Chicago area and seeking associate degrees in nursing. With this proposal, the College is seeking to establish operating authority as the first step to becoming a degree-granting institution in the Fox Valley 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 J’Renee College is to “provide a superior education to a diverse student population in both vocational and degree-seeking endeavors to positively impact all aspects of healthcare employment.” The application for operating authority is consistent with the mission, goals, and objectives of the institution.

### **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.*

Because this institution has not yet operated as a degree-granting college, no data are available.

## 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

J'Reneé College has an open door admission policy for qualified persons to enter its programs. Each prospective nursing applicant must submit an application and fee. Applicants must also present the following: a high school diploma or equivalent; three reference letters; valid CNA certification; a current CPR/BLS card; proof of immunizations; and proof of personal medical and liability insurance. Applicants wishing to transfer prerequisite credit must provide official transcripts with evidence of passing comparable classes with at least a "C." Applicants to nursing programs must also pass a drug screening and must submit a maximum of 500-word personal essay describing personal and professional goals. J'Reneé College plans to support a stackable credential path for Nursing whereby students can enter the College for the Basic Nursing Assistant Training program and continue through the Practical Nursing program to the planned associate degree program.

Applicants must sign up for and take the Health Education Systems, Inc. (HESI) placement test. A Reading, Math, Science, and English score of 70 percent or higher in each area, must be achieved for admission consideration. Applicants not achieving a minimum score of 70 percent in each area on the HESI entrance exam may be admitted to the Nursing Program as an "at risk student" status. At risk students are required to take the J'Reneé College National Council Licensure Exam (NCLEX) Review Course before sitting for their NCLEX state board exam.

### Curriculum

Once granted Board approval to operate, J'Renee College plans to immediately pursue IBHE degree-granting authorization to grant an Associate of Science in Nursing, which will prepare graduates for licensure as a Registered Nurse in Illinois.

### Assessment of Student Learning

The College has policies and practices in place for the direct assessment of student learning. For each course the institution has designated learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. The College utilizes HESI to assist in the evaluation of the Nursing Programs student's progress. HESI provides the College faculty and students information regarding industry standards and national averages on probability of success on the NCLEX. In addition, HESI provides valuable data pertaining to all areas of the program curriculum by measuring students' progress towards the prescribed J'Reneé Program performance objectives. The students in the Nursing Program sit for HESI assessment exams at predetermined points within the Program. Results from the HESI assessment exams allows the J'Reneé faculty committee to review course objectives and make necessary changes to the curriculum to assist students in meeting the standards set by the field.

### Program Assessment

The College has established policies and procedures for ongoing institutional and program-level assessment and review. Performance objectives are evaluated through the use of the J'Reneé employer satisfaction surveys, NCLEX Results, student end of course questionnaires, student performance in clinical settings, and completion and placement rates. The J'Reneé Faculty Committee uses examination

results, passage rates, and feedback from the students to adjust the delivery of content for courses. Completion rates, final grades, class averages, and feedback from employers, where applicable, are all used to determine if changes are needed in the course content or skills taught.

### **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 College provides access to computer labs equipped with laptops, wireless internet, charging stations, appropriate software, and access to technical support. To augment the existing technological resources, the College plans to add at least 20 tablets and ten computers to support student learning. There are five large classrooms with audio visual equipment, Smartboards and projectors to support the learning environment. J’Reneé also has three simulation labs, a maternity ward, an intensive care unit, and patient rooms. In addition to the school’s current inventory, school will add additional equipment including Hi-Fidelity Mannequins and five new hospital beds.

The current College library holdings include 1000 books, 100 DVDs, and five periodicals. J’Reneé College plans to acquire an additional 300 hundred new books during the first year; 20 new books for the second year and for each additional year and plans to acquire approximately six new periodicals every year. The College is securing library agreements with Gail Borden Library in Elgin, IL; Dundee Public Library, and Reach Across Illinois Library System (RAILS).

### **Faculty and Staff**

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

The College has identified institutional 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.*

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

### **Accreditation/Licensure**

The College is currently approved by the Illinois State Board of Nursing to offer a Practical Nursing program and will seek additional approvals as more nursing-related programs are added. The College has also submitted plans to pursue national programmatic accreditation through the Commission on Collegiate Nursing Education.

## **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 the College's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

## **Staff Conclusion**

The staff concludes that J'Renee College meets 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.

**Northwestern College – Chicago**  
**4829 North Lipps Avenue**  
**Chicago, IL 60630**  
**President: Mr. Lawrence Schumacher**

**Proposed Program Title in Region of Authorization:** Associates in Applied Science in Magnetic Resonance Imaging Technology in the Chicago Region

*Projected Enrollment:* Northwestern College – Chicago projects enrollment of ten students in the first year, rising to 19 students by the fifth year of the program.

**Northwestern College – Southwest**  
**7725 S. Harlem Avenue**  
**Bridgeview, IL 60455**  
**President: Mr. Lawrence Schumacher**

**Proposed Program Title in Region of Authorization:** Associates in Applied Science in Magnetic Resonance Imaging Technology in the South Metro Region

*Projected Enrollment:* Northwestern College – Southwest projects enrollment of 15 students in the first year, rising to 28 students by the fifth year of the program.

**Institutional Accreditation:** Northwestern College is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association.

## **Background and History**

Northwestern College (the College), formerly known as Northwestern Business College, was founded in 1902 and is a privately owned, for-profit institution. It originally opened its doors in Chicago with offerings in accounting and stenography and in 1973 and received degree granting authority from the Illinois Board of Higher Education. The College added a second campus in Bridgeview, which is referred to as Northwestern College – Southwest. In 2007 the institutional name was changed from Northwestern Business College to Northwestern College. With these applications, Northwestern College is seeking approval to offer the Associate in Applied Science (AAS) in Magnetic Resonance Imaging (MRI) Technology in both the Chicago and South Metro Regions.

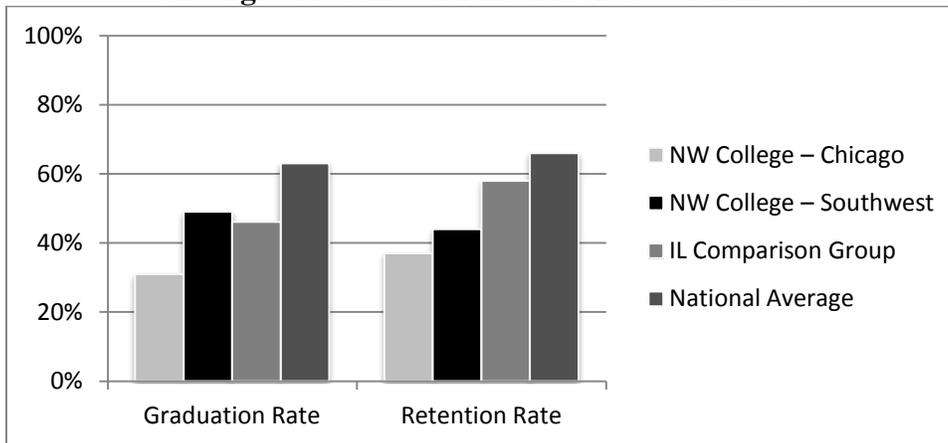
## **Institutional Data**

*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.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed

undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Undergraduate Retention and Graduation Rates



*Source: National System for Education Statistics (NCES), US Department of Education*

*Note: Northwestern College is in the competitive enrollment, primarily associates granting Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

Northwestern College – Chicago’s 2012 graduation rate was 31 percent and the rate at the Southwest campus was 49 percent. The national 2012 average graduation rate for two year proprietary institutions was 63 percent and the average among comparable Illinois institutions was 46.1 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

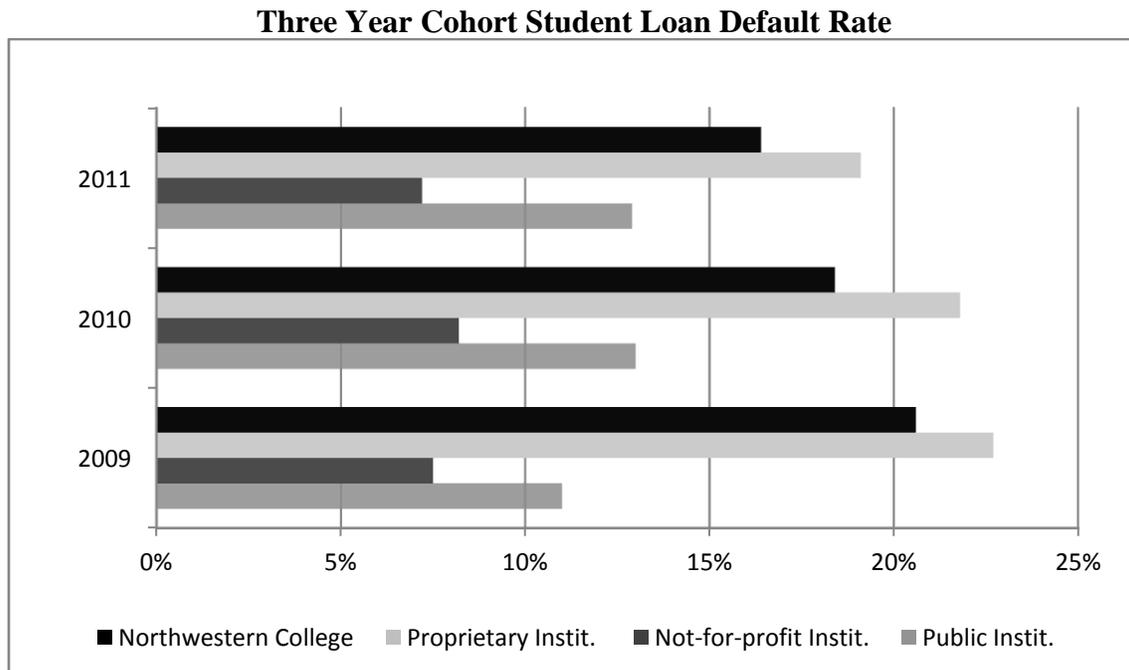
#### Undergraduate Retention Rate

Northwestern College – Chicago’s 2012 retention rate was 37 percent and the rate at the Southwest campus was 44 percent. The national average retention rate for two year proprietary institutions in 2012 was 66 percent and the average for comparable Illinois institutions was 58 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

#### Undergraduate Completions per 100 FTE

Northwestern College – Chicago’s 2012 completions per 100 full-time equivalent enrollment (FTE) was 33 and 32 at the Southwest campus. The average among comparable Illinois institutions was 36. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a

standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.



*Source: National Center for Education Statistics (NCES), US Department of Education*

*Note: Northwestern College is a Proprietary Institution*

*A lower number is a positive indicator.*

### Student Loan Default Rate

The three-year student loan default rate for the Northwestern College (inclusive of both the Chicago and Southwest campuses) was 16.4 percent in 2011, 18.4 percent in 2010, and 20.6 percent in 2009. The 3-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

### 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 College's mission is to have relevant and future-focused curricula which integrate general studies in order to encourage, prepare, and empower our diverse student body to pursue their professional and educational goals. The proposed program is consistent with the mission, goals, and objectives of the

College and its campuses. 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**

To be eligible for admission to the proposed programs, applicants are required to have: a high school diploma or equivalent; two letters of recommendation; high school and/or college cumulative GPA of 2.0 or higher; two years of high school math and science with grades of C or higher or evidence of college math and/or science course at the 100 level or higher with grade(s) of C or higher; and ACT/SAT/COMPASS scores. Applicants may receive transfer of credit for a course completed at an accredited college or university provided the course is equivalent to a class taught at the College. Acceptance into these programs is predicated on the applicant's successful completion of the following requirements by the published deadline and at their own expense: record of a physical exam; immunizations; drug screening; TB screening and other labs; successful background check; liability insurance; health insurance; current American Heart Association healthcare provider CPR/AED; and Heart-Saver First Aid card.

### **Curriculum**

The proposed AAS in Magnetic Resonance Imaging Technology will train students in the use of magnetic resonance to perform a wide variety of MRI procedures for use in the diagnosis and treatment of illnesses, diseases, and injuries. The program is intended for students with the professional goal of becoming a Magnetic Resonance Imaging Technologist or MRI Tech. The coursework in this 91 quarter credit hour program was developed according to the American Registry of Radiologic Technologists (ARRT) content specifications and curriculum guidelines. Students, in addition to classroom work, will attend clinical practicums in hospitals and outpatient settings where they will gain experience in positioning patients and performing related technical activities. The student/clinical supervisor ratio in these clinical locations is one to one. Students in this program will spend at least 1200 hours in clinical settings. This program will prepare students to sit for the ARRT exam, which is required to enter the profession as an entry level MRI Technologist.

### **Assessment of Student Learning**

Every program at Northwestern College has stated goals and intended learning outcomes which are developed by program directors, program coordinators, and faculty. The program goals are published in the college catalog and on information sheets distributed to potential new students. Course syllabi include performance assessment criteria so students understand how they will be evaluated. Instructors assess student learning with direct measures such as exams, papers, and presentations. Student success will be measured directly through the American Registry of Radiologic Technologists (ARRT) exam pass rates. Student performance and experience are also assessed indirectly through student, alumni, and employer surveys as well as externship and placement data.

### **Program Assessment**

Academic programs at Northwestern College have autonomy in developing and implementing assessment plans which address student learning within their specific disciplines. The College

Assessment Committee requires every program to create a curriculum map which shows the connection between program goals, intended learning outcomes, and courses. Curriculum maps illustrate where a program's content is introduced, where it is reinforced, and where it is incorporated in a capstone/summative manner. In order to create the curriculum maps, program directors, program coordinators, and faculty members discuss the attitudes, skills, and knowledge students should acquire upon completion of the program. The plans have been designed to assure employers that the appropriate aptitudes, skills, and knowledge of the discipline have been acquired by graduates of the program.

The curriculum review process includes course design evaluations conducted by faculty which ensure that descriptions, objectives, and performance assessments are appropriate for the course's place within the curricula. This process lays the groundwork for incorporating course level assessment of student learning into program level assessment plans. The process of developing program level plans for assessing student learning includes the faculty in discussions about which existing, course-specific assessment methods might combine effectively with indirect, institutional assessment measures such as employer and alumni surveys.

### **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 Southwest and Chicago campuses both have the sufficient classroom and computer lab space to support the proposed programs. Students will be able to access the required *MRI Simulator* software from the campus computer labs. Instructors and students will use the *MRI Simulator* software developed by the Institute for Advanced Clinical Imaging for classroom and lab work. The simulator will allow students to engage in all activities related to the MRI without actually having the magnet in the room. It simulates the operator console so that students can enter patient info, select procedures, choose among various technical factors, and perform image analysis. Specifically, the simulator enables students to gain knowledge of coil selection, scanning procedures, protocol setup, sequence selection, anatomical coverage, parameters and tradeoffs, and image weighting and contrast. Faculty can monitor student use of the simulator, assess their progress, and make adjustments to parameters to customize and enhance the learning experience. Clinical sites have already been identified and build off of existing relationships between the College and health care providers in the region.

Because MRI Technology is a sub-discipline of Radiologic Technology, in which the College has an existing degree, the College library already holds a great deal of information in this subject area. The library is equipped with computers, books, journals, newspapers, photocopiers, printers, and study rooms for student use. Online databases are also available to students, including CQ Researcher, EBSCOhost, CINAHL Plus with Full Text, ProQuest Research Library, FirstSearch, Magill's Medical Guide, NetLibrary, and LexisNexis Academic and Westlaw Campus.

### **Faculty and Staff**

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

The College has policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide instruction. 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.*

The College has submitted fiscal plans indicating tuition revenues at both campuses will exceed, and will continue to exceed, operating expenditures for the proposed program beginning in the first year of the program.

## **Accreditation/Licensure**

The College's AAS in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The College will seek accreditation from the same body for the proposed AAS in Magnetic Resonance Imaging.

## **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 the College's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

## **Staff Conclusion**

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