

**SEPTEMBER 19, 2017  
SEE NOTATION  
BESIDE EACH  
PROGRAM LISTED  
BELOW**

Item # VI-2  
September 19, 2017

**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**

Adler University

**- APPROVED**

- Master of Arts in Applied Psychology in the Chicago Region
- Master of Arts in Counseling: Student Affairs and College Counseling in the Chicago Region
- PhD in Art Therapy in the Chicago Region

Argosy University<sup>1</sup>

**- APPROVED**

**See Technical Correction Item V-18 at  
December 12, 2017 Meeting**

- Operating Authority in the Chicago Region
- Operating Authority in the North Suburban Region
- Associate of Arts in Psychology in the Chicago Region
- Associate of Arts in Psychology in the North Suburban Region
- Associate of Science in Business Administration in the Chicago Region
- Associate of Science in Business Administration in the North Suburban Region
- Associate of Science in Information Technology in the Chicago Region
- Bachelor of Arts in Liberal Arts in the Chicago Region
- Bachelor of Arts in Psychology in the Chicago Region
- Bachelor of Arts in Psychology in the North Suburban Region
- Bachelor of Science in Business Administration in the Chicago Region
- Bachelor of Science in Business Administration in the North Suburban Region
- Bachelor of Science in Criminal Justice in the Chicago Region

<sup>1</sup> Argosy University's listing has been updated to match the Resolutions that were presented and approved at the September 19, 2017 Board Meeting.

- Master of Business Administration in the Chicago Region
- Master of Business Administration in the North Suburban Region
- Master of Public Health in the Chicago Region
- Master of Arts in Clinical Mental Health Counseling in the Chicago Region
- Master of Arts in Clinical Mental Health Counseling in the North Suburban Region
- Master of Arts in Clinical Psychology in the Chicago Region
- Master of Arts in Clinical Psychology in the North Suburban Region
- Master of Arts in Forensic Psychology in the Chicago Region
- Master of Arts in Forensic Psychology in the North Suburban Region
- Master of Arts in Industrial/Organizational Psychology in the Chicago Region
- Master of Arts in Industrial/Organizational Psychology in the North Suburban Region
- Master of Arts in Sports-Exercise Psychology in the Chicago Region
- Master of Science in Human Resource Management in the Chicago Region
- Master of Science in Human Resource Management in the North Suburban Region
- Master of Science in Management in the Chicago Region
- Master of Science in Management in the North Suburban Region
- Master of Science in Organizational Leadership in the Chicago Region
- Master of Science in Organizational Leadership in the North Suburban Region
- Doctor of Business Administration in the Chicago Region
- Doctor of Education in Counselor Education and Supervision in the Chicago Region
- Doctor of Education in Organizational Leadership in the Chicago Region
- Doctor of Psychology in Clinical Psychology in the Chicago Region
- Doctor of Psychology in Clinical Psychology in the North Suburban Region

Kaplan University - **TABLED for further consideration at a future meeting.**

- Operating Authority in the Chicago Region

Lake Forest Graduate School of Management - **APPROVED**

- Master of Science in Project Leadership in the North Suburban Region

Northern Baptist Theological Seminary - **APPROVED**

- Master of Arts in Urban Leadership in the Chicago Region

Southeast Missouri State University - **TABLED for further consideration at a**  
• Operating Authority in the North Suburban Region **future meeting.**

University of St. Francis - **APPROVED**  
• Doctor of Education in Educational Leadership in the West Suburban Region

Westminster College - **APPROVED**  
• Operating Authority in the Central Region  
• Operating Authority in the Southwestern Region  
• Bachelor of Arts in Leadership in the Central Region  
• Bachelor of Arts in Leadership in the Southwestern Region

**Proprietary**

Midstate College - **APPROVED**  
• Master of Business Administration in the Central Region

Midwestern Career College - **APPROVED**  
• Associate of Applied Science in Business Administration in the Chicago Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

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

**Not-for-Profit Executive Summary**

Adler University

- Master of Arts in Applied Psychology in the Chicago Region

Adler University requests authorization to offer a Master of Arts in Applied Psychology in the Chicago Region. The Master's program is a nonclinical degree designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The curriculum of the proposed program requires students to complete 36 post-baccalaureate credits, including a minimum of three credits toward a thesis or capstone. This degree program will be delivered in three modalities, on-campus, blended, and 100 percent online. There are policies 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 Arts in Counseling: Student Affairs and College Counseling in the Chicago Region

Adler University requests authorization to offer a Master of Arts in Counseling: Student Affairs and College Counseling in the Chicago Region. The Master's program is designed to meet the current requirement for the Licensed Professional Counselor credential in Illinois. Students also have the opportunity to apply for the National Certified Counselor credential and to take the National Counselor Examination on campus during the last semester of the program before graduation. The curriculum of the proposed program consists of 60 semester hours of coursework including supervised practicum and internships. There are policies 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.

- PhD in Art Therapy in the Chicago Region

Adler University requests authorization to offer a PhD in Art Therapy in the Chicago Region. The PhD is a post-master's program that prepares students to lead in the field of Art Therapy as researchers, educators, clinical supervisors, and socially responsible practitioners who are committed to healthy communities. The PhD in Art Therapy program has been designed to comply with educational and ethical standards set forth by the American Art Therapy Association and the Commission on Accreditation of Allied Health Education Programs Art Therapy Credentials Board. Courses incorporate an array of art-based experientials, including integrative Adlerian art therapy approaches. The curriculum of the proposed program consists of 60 semester hours of coursework including a minimum of nine dissertation hours. There are policies 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 A.

#### Argosy University

- Operating Authority

Argosy University requests authorization to operate in the Chicago and North Suburban regions. The University is a proprietary higher education institution owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation (EDMC), a publicly traded corporation. EDMC is in the process of a change in ownership which necessitates new operating and degree-granting authorities from the Board. This change of ownership results in the University no longer being a publically traded company. It will become a not-for-profit corporation owned by the Dream Center Foundation (DCF) based out of Los Angeles, California. In order to effectuate the proposed transaction, DCF has established a stand-alone organization, Dream Center Education Holdings, LLC (DCEH), which will be the purchaser of the EDMC institutions including Argosy University. This ownership structure will leave in place the independent board of trustees that currently is the governing board for Argosy University. The new ownership corporation intends that operations will continue at the previously-approved Chicago

and Schaumburg locations in the Chicago and North Suburban regions, respectively. The proposed degree programs have all been previously approved by the Board and have continuous enrollment.

- Associate of Arts in Psychology

Argosy University requests authorization to offer an Associate of Arts in Psychology in the Chicago and North Suburban regions. The proposed program is a 60 credit hour degree with 18 hours of core requirements and 42 hours of general education. The proposed program is intended to enable students to acquire the foundational knowledge, skills, and competencies that can be applied towards entry-level employment, as well as providing the basis for continuation toward a bachelor's degree in psychology for interested students. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Associate of Science in Business Administration

Argosy University requests authorization to offer an Associate of Science in Business Administration in the Chicago and North Suburban regions. The proposed program is a 60 credit hour program with 18 hours of core requirements and 42 hours of general education. The proposed AS degree is designed to help students acquire a broad range of transferable skills such as critical thinking, effective interpersonal communication, research, diversity appreciation, global sustainability, and problem solving. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Associate of Science in Information Technology

Argosy University requests authorization to offer an Associate of Science in Information Technology in the Chicago and North Suburban regions. The proposed degree is a 60 credit hour program with 15 hours of core requirements, nine hours in one of two concentrations, six additional electives, and 30 hours of general education. The program is designed to prepare students for entry-level technology jobs working with computers, applications, and networks. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Bachelor of Arts in Liberal Arts

Argosy University requests authorization to offer a Bachelor of Arts in Liberal Arts in the Chicago region. The proposed degree is a 120 credit hour program with 39 hours of core requirements, 18 hours of liberal arts requirements, 21 hours of open electives, and 42 hours of general education. The proposed BA in Liberal Arts degree program is designed to extend the

capacity for intellectual inquiry through the incorporation of courses that are designed to develop the individual, to prepare them for the workplace, and to participate constructively in a global society. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Bachelor of Arts in Psychology

Argosy University requests authorization to offer a Bachelor of Arts in Liberal Arts in the Chicago and North Suburban regions. The proposed degree is a 120 credit hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of six concentrations, 33 hours of open electives, and 42 hours of general education. The BA in Psychology degree program is designed to prepare students to seek entry-level employment in the human services field in such capacities as entry-level counselor, case manager, human resources administrator, management, and business services, as well as graduate study in fields such as clinical psychology, counseling, social work, and marriage and family therapy. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Bachelor of Science in Business Administration

Argosy University requests authorization to offer a Bachelor of Science in Business Administration in the Chicago and North Suburban regions. The proposed degree is a 120 credit hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of seven concentrations, 33 hours of open electives, and 42 hours of general education. The proposed BS in Business Administration degree program is open to both students who have already earned college credit at a community college, junior college, or other university, and working professionals with no college experience. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Bachelor of Science in Criminal Justice

Argosy University requests authorization to offer a Bachelor of Science in Criminal Justice in the Chicago region. The proposed degree is a 120 hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of seven concentrations, 33 hours of open electives, and 42 hours of general education. The degree is a practitioner-oriented program that is designed to prepare students to be successful professionals in the fields of law enforcement, corrections, probation and parole, and security. There are policies 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. The University currently has non-transferable IBHE-granted



approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Bachelor of Science in Information Technology

Argosy University requests authorization to offer a Bachelor of Science in Information Technology in the Chicago region. The proposed degree is a 120 hour program with 48 hours of core requirements, 12 hours of electives, 15 hours in one of two concentrations, and 45 hours of general education. The two concentration areas available to program students are Web Development and Computer/Network Security. The program is designed to prepare graduates to seek entry-level employment working with computers, networks, and emerging technologies. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Business Administration

Argosy University requests authorization to offer a Master of Business Administration in the Chicago and North Suburban regions. The proposed program includes 27 hours of core requirements and choice of two tracks (three hours in global business or nine hours in organizational leadership, human resources, and public health). The MBA degree program is designed to develop action-oriented managers and leaders who can lead themselves and others to effective business solutions. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Public Health

Argosy University requests authorization to offer a Master of Public Health in the Chicago region. The proposed degree is a 39 semester credit hour program including three hours of field experiences and a capstone experience. The program is designed to prepare its graduates for leadership roles in a variety of private, public, and regulatory agencies, in for-profit and not-for-profit health organizations, and in health services research. There are policies 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. The University currently has non-transferable IBHE-granted approval to offer this program in this region. New approval to be held by the new owners to continue ongoing operations uninterrupted is sought.

- Master of Arts in Clinical Mental Health Counseling

Argosy University requests authorization to offer a Master of Arts in Clinical Mental Health Counseling in the Chicago and North Suburban regions. The proposed degree is a 60 hour program requiring 45 hours of core requirements, six hours of electives, and nine hours of

counseling practica/internship. The MA is designed to prepare students for the clinical practice of professional counseling. The faculty and staff work with the students to promote their unique development of attitudes, knowledge, and skills essential to becoming thoughtful, skilled, multiculturally competent, and ethical professionals who can provide counseling services in a wide variety of government, community, and private settings. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Arts in Clinical Psychology

Argosy University requests authorization to offer a Master of Arts in Clinical Psychology in the Chicago and North Suburban regions. The proposed degree is a 50 semester credit hour program requiring 34 hours of core requirements, six hours of intervention electives, three hours of general electives, and nine hours of counseling practica/internship. The MA is designed to introduce students to basic clinical skills that enable them to serve the mental health needs of diverse client populations. It will also serve as a preliminary step for students who wish to pursue a doctoral degree in clinical psychology. While the program curriculum is designed to prepare students for doctoral study, the theoretical and clinical knowledge learned in the program can be applied to independent practice under certain conditions. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Arts in Forensic Psychology

Argosy University requests authorization to offer a Master of Arts in Forensic Psychology in the Chicago and North Suburban regions. The proposed degree is a 36 semester credit hour program requiring 24 hours of core requirements and 12 hours in one of three concentrations or general track. The MA in Forensic Psychology degree program is designed to educate and train individuals who are currently working, or wish to work, in fields that use the study and practice of forensic psychology. It is designed to emphasize the development of students who are committed to the ethical provision of quality services to diverse clients and organizations. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Arts in Industrial/Organizational Psychology

Argosy University requests authorization to offer a Master of Arts in Industrial/Organizational Psychology in the Chicago and North Suburban regions. The proposed degree is a 36 semester credit hour program consisting of all core requirement coursework. The MA is designed to apply the knowledge of industrial organizational psychology to issues involving individuals and groups in organizational and work settings. Graduates will be able to seek employment in areas such as training, data analysis, consultation, statistical decision making,

organizational development, leadership, and human resource management positions. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Arts in Sports-Exercise Psychology

Argosy University requests authorization to offer a Master of Arts in Sports-Exercise Psychology in the Chicago region. The proposed program is a 30 semester credit hour program consisting of all core requirement coursework. The curriculum is designed to educate and train students to function as capable and ethical performance enhancement specialists. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity. There are policies 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. The University currently has non-transferable IBHE-granted approval to offer this program in this region. New approval to be held by the new owners to continue ongoing operations uninterrupted is sought.

- Master of Science in Human Resource Management

Argosy University requests authorization to offer a Master of Science in Human Resource Management in the Chicago and North Suburban regions. The proposed degree is a 30 semester credit hour program consisting of 12 hours of core requirements and 18 hours within a specialization. The program is designed to prepare students to seek employment as human resource professionals. Students will have the opportunity to effectively address the breadth of human resources needs of an organization: recruitment, selection, and development; compensation and benefits; employee relations; and the long-run strategic human resource needs of an organization. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Science in Management

Argosy University requests authorization to offer a Master of Science in Management in the Chicago and North Suburban regions. The proposed degree is a 30 semester credit hour program designed to prepare students to manage and lead organizations within the private, non-profit, and public sectors. The program offers students a core curriculum to prepare them to meet the management challenges presented by the effects of rapid change on complex organizations. This degree program is designed to help students develop competencies through communication, critical thinking, ethics, use of current technologies, as well as the ability to implement and facilitate practices and systems that support the organizational mission and goals. There are policies 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. The University currently has non-transferable

IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Master of Science in Organizational Leadership

Argosy University requests authorization to offer a Master of Science in Organizational Leadership in the Chicago and North Suburban regions. The proposed degree is a 30 semester credit hour program consisting of 12 hours of core requirements and 18 hours within a specialization. The program will prepare students in the interpersonal skills central to broad management duties across a range of industries and disciplines. The program provides coursework focused on international business, ethics, contract law and sustainable business practices. There are policies 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. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

- Doctor of Business Administration

Argosy University requests authorization to offer a Doctor of Business Administration in the Chicago region. The proposed degree is a 60 semester credit hour program requiring 15 semester hours in research, 12 hours in one of four different areas of specialization, 12 additional hours of customized professional requirement chosen with an advisor, three electives, and 12 semester hours of dissertation research. There are policies 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. The University currently has non-transferable IBHE-granted approval to offer this program in this region. New approval to be held by the new owners to continue ongoing operations uninterrupted is sought.

- Doctor of Education in Counselor Education and Supervision

Argosy University requests authorization to offer a Doctor of Education in Counselor Education and Supervision in the Chicago region. The proposed degree is a 60 semester credit hour program requiring 12 hours in professional development, 18 hours in advanced practice and specialty requirements, 15 semester hours in writing and research, three hours for advanced training experiences, and 12 semester hours of dissertation research. The program is designed to help current practitioners with existing master's-level preparation to advance their careers. There are policies 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. The University currently has non-transferable IBHE-granted approval to offer this program in this region. New approval to be held by the new owners to continue ongoing operations uninterrupted is sought.

- Doctor of Education in Organizational Leadership

Argosy University requests authorization to offer a Doctor of Education in Counselor Education and Supervision in the Chicago region. The proposed degree is a 60 semester credit hour program requiring 15 semester hours in research, 24 credit hours in core requirements, nine additional hours of electives, and 12 semester hours of dissertation research. The program is

designed to prepare students to lead organizations faced with strategic challenges, such as increasing globalization, changing economies, societal shifts, and individual organizational relationships. There are policies 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. The University currently has non-transferable IBHE-granted approval to offer this program in this region. New approval to be held by the new owners to continue ongoing operations uninterrupted is sought.

- Doctor of Psychology in Clinical Psychology

Argosy University requests authorization to offer a Doctor of Psychology in Clinical Psychology in the Chicago and North Suburban regions. The proposed degree is a 98 semester credit hour program requiring 68.5 semester hours in core requirements, three hours of advanced intervention and supervision electives, three hours of diversity electives, three hours of integrated assessment electives, 1.5 hours of professional practice electives, three hours of general electives, 12 additional hours of practica, and four hours for clinical research project. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. The University currently has non-transferable IBHE-granted approvals to offer this program in these two regions. New approvals to be held by the new owners to continue ongoing operations uninterrupted are sought.

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

#### Kaplan University

- Operating Authority

Kaplan University is seeking authorization to operate in the Chicago region under a new ownership structure. Purdue University in Indiana seeks to expand its land grant mission by acquiring a largely online, adult-focused provider with national scope. Purdue created a new affiliate, Purdue NewU Inc., an Indiana nonprofit public benefit corporation (NewU), to acquire Kaplan University and its academic assets and operations. Following the transaction, which has been approved by the Indiana Commission for Higher Education, NewU will be recognized as an Indiana public nonprofit institution and will have its liabilities backed by Purdue University subject to state law. It will otherwise continue as the same institution as prior to the transaction. Once the name of the new university has been decided, the name will be changed from Kaplan University to the newly designated name. With this application, Kaplan University is seeking authorization to continue operations at the administrative office in Chicago under this new ownership structure. The University has no plans to offer coursework or degree programs at the Illinois location. Kaplan University has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

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

#### Lake Forest Graduate School of Management

- Master of Science in Project Leadership

The Lake Forest Graduate School of Management requests authorization to offer a Master of Science in Project Leadership in the North Suburban Region. The proposed program is a 42 credit hour professional degree that will prepare working adults to develop the leadership and management skills needed to advance as a business leader in the private or public sector. The curriculum is designed for professionals from either business or non-business backgrounds in liberal arts, engineering, technology, science, and other fields. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The institution has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

#### Northern Baptist Theological Seminary

- Master of Art in Urban Leadership

Northern Baptist Theological Seminary requests authorization to offer a Master of Art in Urban Leadership in the Chicago Region. Northern Seminary's Urban Leadership program will train ministers to serve in urban communities. Students will engage in solving complex social and cultural issues facing urban communities, including systemic racism, poverty, violence, and incarceration, and exegete their cultural contexts using ethnographic skills. Leading practitioners in urban ministry will train students in preaching, evangelism, conflict mediation, and pastoral care. The program requires a total of 57 quarter hours. The Seminary currently offers only graduate programs and has a total enrolment of about 208 students. There are policies in place to ensure that faculty members possess the necessary training, credentials, and qualifications to provide instruction. The Seminary 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.

#### Southeast Missouri State University

- Operating Authority

Southeast Missouri State University requests authorization to operate in the Southwestern region to offer dual credit classes. Southeast Missouri State University (SEMU or the University) is a public, not-for-profit institution located in Cape Girardeau, Missouri, founded in 1873. With this application, the University is seeking authorization to operate and offer dual credit courses in the Southwestern region. The University has sufficient library, technology, staff, and financial resources in place to support the proposed dual credit program.

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

#### University of St. Francis

- Doctor of Education in Educational Leadership

The University of St. Francis requests authorization to offer a Doctor of Education in Educational Leadership in the West Suburban region. The proposed program is a 60 credit hour professional degree designed to prepare candidates for endorsement as school superintendents through the Illinois State Board of Education (ISBE). The degree is intended for experienced

educators who currently hold the ISBE general administrative (Type 75) license or the principal preparation endorsement on the professional educator license. Graduates will be positioned for school district leadership roles, including the superintendency. There are policies 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 to support the proposed program.

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

#### Westminster College

- Operating Authority
- Bachelor of Arts in Leadership

Westminster College requests authorization to operate and offer a Bachelor of Arts in Leadership in the Central and Southwestern Regions. Westminster College is seeking authorization to implement the Corporate Partner Learning Agreement established with Illinois corporate partners Ameren Illinois and Advanced Technology Services. The College will be offering the Bachelor of Arts in Leadership completion program on-site at the corporate partner locations. Students are required to transfer at least 61 credit hours and take additional courses, including 30 credit hours for the major, to meet the 122 minimum total credit for a bachelor's degree at Westminster. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

### **Proprietary Executive Summary**

#### Midstate College

- Master of Business Administration

Midstate College requests authorization to offer its first graduate program, a Master of Business Administration in the Central region. Approval of this program, which is at a higher degree level than current offerings, will be sought from the institution's accreditor, Higher Learning Commission, after state approval is granted. Established as a business college in 1888, the institution currently offers associate degrees, bachelor's degrees, and diploma programs. The degree is a 56 quarter hour graduate program, requiring 48 quarter hours of core coursework with eight elective quarter hours. The proposed Master of Business Administration degree program is designed to provide students with practical knowledge and professional strategies imperative for effective leadership in business. The program provides innovative, real-world simulations that encourage advanced business knowledge for sector specific issues. The program will prepare students for mid-level careers in business and industry. There are policies 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, follows in Attachment I.





## Midwestern Career College

- Associate of Applied Science in Business Administration

Midwestern Career College requests authorization to offer an Associate of Applied Science in Business Administration in the Chicago Region. Through coursework and optional externship opportunities, students will become knowledgeable in management theory, business ethics, accounting, finance, marketing, and business operations. Students will be prepared to engage in business decision-making, and gain essential knowledge in project management, as well as business analysis. The degree requires a total of 60 semester hours curriculum, including 15 hours of general education courses and 35 hours of core courses. There are policies in place to ensure that faculty members possess the necessary training, credentials, and qualifications to provide instructions. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Adler University Authorization to Grant the Master of Arts in Applied Psychology, Master of Arts in Counseling: Student Affairs and College Counseling and the PhD in Art Therapy 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 Argosy University Authorization to Operate in the Chicago and North Suburban Regions. The Board also Authorizes the institution to Grant the Associate of Arts in Psychology, Associates of Science in Business Administration, Associates of Science in Information Technology, Bachelor of Arts in Liberal Arts, Bachelor of Arts in Psychology, Bachelor of Science in Business Administration, Bachelor of Science in Criminal Justice, Master of Business Administration, Master of Public Health, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Clinical Psychology, Master of Arts in Forensic Psychology, Master of Arts in Industrial/Organizational Psychology, Master of Arts in Sports-Exercise Psychology, Master of Science in Human Resource Management, Master of Science in Management, Master of Science in Organizational Leadership, Doctor of Business Administration, Doctor of Education in Counselor Education and Supervision, Doctor of Education in Organizational Leadership, and the Doctor of Psychology in Clinical Psychology in the Chicago region and Authorizes the institution to Grant the Associate of Arts in Psychology, Associates of Science in Business Administration, Bachelor of Arts in Psychology, Bachelor of Science in Business Administration, Master of Business Administration, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Clinical Psychology, Master of Arts in Forensic Psychology, Master of Arts in Industrial/Organizational Psychology, Master of Science in HR Management, Master of Science in Management, Master of Science in Organizational Leadership, and the Doctor of Psychology in Clinical Psychology in the North Suburban region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Kaplan 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 the Lake Forest School of Management Authorization to Grant the Master of Science in Project Leadership in the North Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Northern Baptist Theological Seminary authorization to establish a Master of Art in Urban Leadership in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Southeast Missouri State University Authorization to Operate 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 University of St. Francis authorization to establish the Doctor of Education in Educational Leadership in the West Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Westminster College Authorization to Operate and Grant the Bachelor of Arts in Leadership in the Central and 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 Midstate College Authorization to Grant the Master of Business Administration in the Central 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 Midwestern Career College Authorization to Grant the Associate of Applied Science in Business Administration 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.*



**Adler University**  
**17 North Dearborn**  
**Chicago, IL 60602**  
**President: Dr. Raymond E. Crossman**

**Proposed Program Title in the Region of Authorization:** Master of Arts in Applied Psychology in the Chicago Region

*Projected Enrollment:* Adler University projects enrollment of 60 students in the first year, increasing to 180 students by the fifth year of the program.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Counseling: Student Affairs and College Counseling in the Chicago Region

*Projected Enrollment:* Adler University projects enrollment of seven students in the first year, increasing to 27 students by the fifth year of the program.

**Proposed Program Title in the Region of Authorization:** PhD in Art Therapy in the Chicago Region

*Projected Enrollment:* Adler University projects enrollment of eight students in the first year, increasing to 33 students by the fifth year of the program.

**Institutional Accreditation:** Adler University has been continuously accredited by the Higher Learning Commission (HLC) since 1978.

## **Background and History**

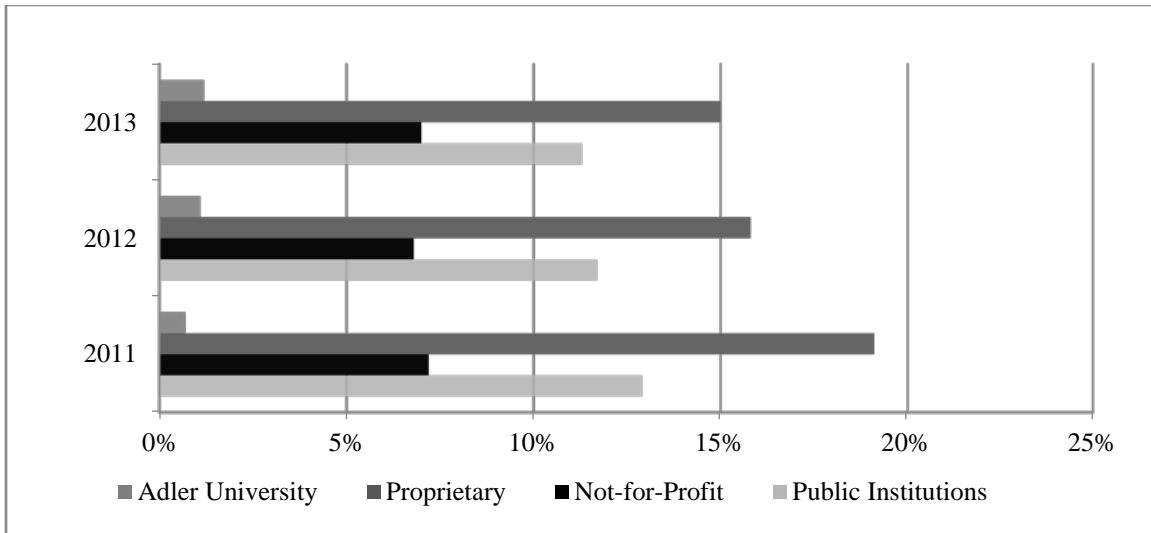
Adler University (Adler or the University) is a private, independent, not-for-profit institution founded in Chicago in 1952. The institution is named after Alfred Adler, a community psychologist whose work pioneered attention to community life, prevention, and population health. It was established by Rudolf Dreikurs as the Institute of Adlerian Psychology. In 1991 the name changed to Adler School of Professional Psychology, offering courses and programs to support community health and well-being. The institution changed its name to Adler University in 2015 to reflect the expansion into other academic disciplines beyond psychology – Criminology, Public Policy, and Family Therapy. Adler University currently offers 20 graduate-level programs enrolling more than 1,200 students at campuses in Chicago, Illinois; Vancouver, British Columbia; and online. With this application, the University seeks to offer a Master of Arts (MA) in Applied Psychology, a Master of Arts in Counseling: Student Affairs and College Counseling, and a PhD in Art Therapy.

## **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.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Adler University is a not-for-profit institution.

A lower number is a positive indicator.

The three-year student loan default rate for Adler University was 1.2 percent in 2013, 1.1 percent in 2012 and 0.7 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private non-profit institutions; and 15 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)(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 University’s mission is to: (1) prepare socially responsible practitioners who are effective personal and social change agents; (2) engage and strengthen communities through partnerships and service; and (3) promote social justice to advance the development of individuals and communities. The proposed programs are consistent with the mission, goals, and objectives of

the University and its campuses. The requested degree titles are congruent with the corresponding degree program objectives and curriculum.

### **Curriculum/Assessment**

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

### **Admission**

Applicants to the proposed Master's programs are required to have a baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 3.0. Approved applicants will be invited in for a personal interview as the final step in the application process. To be qualified for admission to the proposed PhD program, applicants must have a master's degree from a regionally accredited college or university. All candidates for admission must also have a cumulative grade point average of 3.0 or higher on a 4.0 scale for previous graduate-level coursework. Applicants are required to attend an interview with a faculty member and must submit two letters of recommendation and proof of registration as an Art Therapist or 18 hours of studio credit hours.

### **Curriculum**

#### **Master of Arts in Applied Psychology**

The proposed Master of Arts in Applied Psychology is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler's social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever evolving needs of dynamic workplace settings and diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field. The curriculum of the proposed program requires students to complete 36 post-baccalaureate credits, including a minimum of three credits towards a thesis or capstone. This degree program will be delivered in three modalities, on-campus, blended, and 100 percent online.

#### **Master of Arts in Counseling: Student Affairs and College Counseling**

The proposed Master of Arts in Counseling with a specialization in student affairs and college counseling develops students' knowledge and skills as competent and socially responsible counselors and student affairs professionals through interaction and experiential learning provided by faculty who have active involvement in the field. Through community engagement and clinical field training, the program will focus on developing students' awareness in social justice issues and increase their advocacy competencies, especially in their work in higher education settings. The curriculum consists of 60 credit hours of theoretical curriculum combined with supervised clinical field experiences and a social justice practicum. The program will be offered in a traditional on-campus delivery format with a small number of courses offered in an online or blended format.

## PhD in Art Therapy

The PhD degree is a post-master's program that prepares students to lead in the field of art therapy as researchers, educators, clinical supervisors, and socially responsible practitioners who are committed to healthy communities. The PhD in Art Therapy program has been designed to comply with educational and ethical standards set forth by the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Art Therapy Credentials Board (ATCB). Courses incorporate an array of art-based experientials, including integrative Adlerian art therapy approaches. Opportunities to reflect upon aspects of Adlerian theory and intersectionality will be addressed throughout the coursework. The curriculum of the proposed program consists of 60 semester hours of coursework including a minimum of nine dissertation hours. The degree program will be offered in a traditional on-campus delivery format with a small number of courses offered in an online or blended format.

### Assessment of Student Learning

Core program faculty have primary responsibility for deciding program learning objectives and for evaluating students' achievements toward those outcomes. Examples of means to assess learning outcomes include, but are not limited to, faculty ratings of students' performance through examinations, faculty referrals to the student review committee, and faculty ratings of individual students' performance through course rubric evaluations.

### Program Assessment

The University has established policies for program assessment. Each program at the University conducts comprehensive program reviews periodically in order to examine data related to students' acquisition of competencies. The program review process uses data to assess enrollment trends, graduation and retention rates, as well as employment placement of graduates. The program review findings are submitted to the Vice President of Academic Affairs and presented to the University's Board of Trustees who in turn will assess the program in relation to other programs in the University to ensure that the commitment to mission fit, quality of faculty, student resources, and funding for further development of the program are met. To triangulate quality of the program review process, external reviewers are invited to examine the data and provide feedback to program faculty on curriculum, program effectiveness, market relevancy, and improvement measures. Program review reports are posted on the University website to inform students, potential applicants, and the public about the performance of the programs. Programs and the University also evaluate students' overall experiences through the Noel-Levitz Adult Student Priorities Survey. The Master's program students will be assessed to insure alignment with the Council for Accreditation of Counseling and Related Educational Programs. Further, the PhD in Art Therapy will be continually assessed to ensure compliance with the requirements of the AATA and the CAAHEP.

### **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 University has a total of approximately 100,000 square feet of space, including 27 classrooms (14,000 square feet), one lab (1,200 square feet), one library (4,000 square feet), and 136 office spaces for administration and faculty. The classrooms are equipped with Smartboards

and high definition audio/visual equipment is available for individual or group recording, viewing, or video-conferencing.

The Harold and Birdie Mosak Library at the Chicago campus has adequate resources for students, faculty, and community affiliates that make use of academic resources for research and curricular needs. Adler libraries are a governing member of the Consortium of Academic and Research Libraries in Illinois. The libraries are also a member of the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. Governing membership provides 14 discounted or subsidized database subscriptions, 150,000 freely available digital images, and perpetual access to a substantial body of electronic journals, e-books, and 1.5 million pages of material from member institutions' collections. The Chicago library print collection has approximately 14,000 circulating volumes, over 100 print journal titles, and more than 880 instructional audiovisual materials.

### **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 members possess the training, credentials, and other required qualifications to provide quality instructions to students. The University also has established policies for faculty evaluation and feedback process to improve student learning outcomes.

### **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 five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the first year of operation.

### **Accreditation/Licensure**

The proposed MA in Counseling will be accredited by the Council for Accreditation of Counseling and Related Educational Programs. The PhD in Art Therapy was developed in alignment with the requirements of the AATA and the CAAHEP ATCB. No specialized accreditation is required for the MA in Applied Psychology.

### **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 University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information is also available on the University's website.

**Staff Conclusion:** The staff concludes that Adler University 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.

**Argosy University**  
**225 North Michigan Avenue, Suite 1300**  
**Chicago, IL 60601**  
**President: Dr. C. Ronald Kimberling**

**Seeking Operating Authority:** Chicago and North Suburban Regions

**Proposed Program Title in the Region of Authorization:** Associates of Arts in Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of nine students with zero projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Associates of Science in Business Administration in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of six students with zero projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Associates of Science in Information Technology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of zero students with two projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Liberal Arts in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of two students with zero projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 64 students with 98 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Business Administration in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 28 students with 45 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Criminal Justice in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 19 students with 12 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Information Technology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of four students with one projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Business Administration in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 19 students with 25 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Public Health in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 11 students with 14 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Clinical Mental Health Counseling in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 57 students with 143 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Clinical Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 16 students with 19 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Forensic Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 13 students with 14 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Industrial/Organizational Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of five students each year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Sports-Exercise Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of four students with four projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Human Resource Management in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of one student with two projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Management in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of one student per year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Organizational Leadership in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of zero students with one projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Doctor of Business Administration in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 37 students with 36 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Doctor of Education in Counselor Education and Supervision in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 29 students with 55 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Doctor of Education in Organizational Leadership in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 37 students with 64 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Doctor of Psychology in Clinical Psychology in the Chicago Region

*Projected Enrollments:* Argosy University projects enrollment of 159 students with 207 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Associates of Arts in Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of zero students with two projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Associates of Science in Business Administration in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of zero students with two projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of 24 students with 68 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Business Administration in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of 15 students with 13 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Business Administration in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of two students with nine projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Clinical Mental Health Counseling in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of 44 students with 98 projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Clinical Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of 12 students with ten projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Forensic Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of one student with six projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Industrial/Organizational Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of two students with six projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Human Resource Management in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of three students with six projected for the fifth year.

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

*Projected Enrollments:* Argosy University projects enrollment of zero students with one projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Organizational Leadership in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of two students with four projected for the fifth year.

**Proposed Program Title in the Region of Authorization:** Doctor of Psychology in Clinical Psychology in the North Suburban Region

*Projected Enrollments:* Argosy University projects enrollment of 105 students with 113 projected for the fifth year.

**Institutional Accreditation:** Argosy University, which is headquartered in Orange, California, is regionally accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).

### **Background and History**

Argosy University (the University) is a proprietary higher education institution currently owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation, a publicly traded corporation. In 2011, the University's headquarters were moved from Chicago, Illinois to Orange, California. That relocation included changing the University's regional accreditor to WSCUC. Argosy University had been accredited from 1981 to 2011 by the Higher Learning Commission.

The University's parent company, Education Management Corporation (EDMC), is in the process of a change in ownership which necessitates new operating and degree-granting authorities from the Board. This change of ownership results in the University no longer being a publically traded company. It will become a not-for-profit corporation owned by the Dream Center Foundation (DCF) based out of Los Angeles. The Dream Center Foundation is primarily responsible for funding and supporting the mission of the non-profit, faith-based Dream Center Los Angeles, which includes an affiliate network of more than 46 independent Dream Centers in the United States and around the world. DCF is a secular, non-faith-based organization that is a separate 501(c)(3) tax exempt California non-profit from the Dream Centers. The Dream Centers have a 20-year track record for providing services to the homeless, veterans, victims of human trafficking, emancipated minors, and disadvantaged youth and adults by providing food, clothing, medical care, housing, training, education, and addiction counseling on a non-discriminatory basis and without charge. DCF believes that higher education is fundamentally humanitarian and

critically necessary in order to fully transform the lives of the underserved populations benefiting from the myriad programs the DCF currently supports.

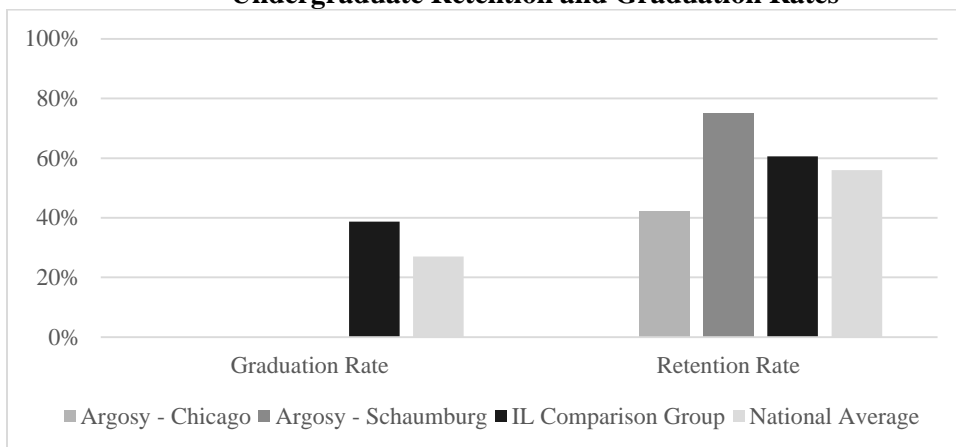
In order to effectuate the proposed transaction, DCF has established a stand-alone organization, Dream Center Education Holdings, LLC (DCEH), which will be the purchaser of the EDMC institutions including Argosy University. This ownership structure will leave in place the independent board of trustees that currently is the governing board for Argosy University. Importantly, Argosy University, following the change in ownership, will not have any remaining financial obligation to EDMC, its shareholders, or its creditors. The new ownership corporation intends that operations will continue at the previously-approved Chicago and Schaumburg locations in the Chicago and North Suburban regions, respectively. The proposed degree programs have all been previously approved by IBHE and are currently offered in those 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 Center for Education Statistics, U.S. Department of Education  
 Note: Argosy University is in the baccalaureate inclusive Illinois comparison group.  
 Higher percentages are positive indicators.*

### Undergraduate Graduation Rate

2014-2015 Graduation rates for the Argosy University Chicago and Schaumburg campuses were not available because no first-time full-time students were in the applicable 2009 cohort. The national 2014-2015 average graduation rate for proprietary institutions was 23 percent and the average among comparable Illinois institutions was 38.7 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 National Center for Education Statistics (NCES).

### Undergraduate Retention Rate

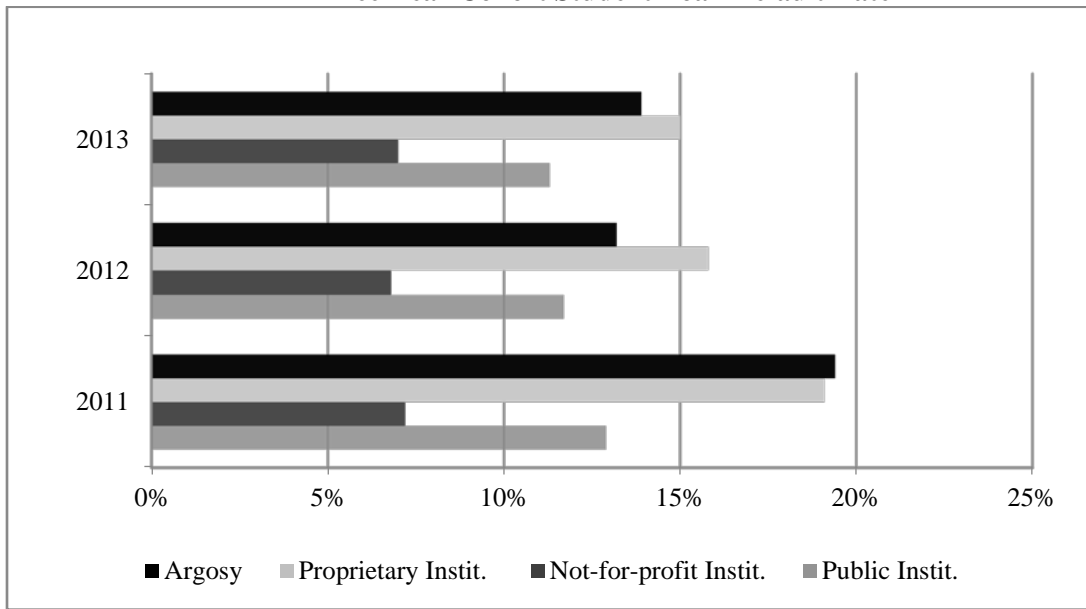
Argosy University Chicago campus' 2014-2015 retention rate was 42 percent. Argosy University Schaumburg campus' 2014-2015 retention rate was 75 percent. The national average retention rate for proprietary institutions in 2014-2015 was 56 percent and the average for comparable Illinois institutions was 60.6 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

Argosy University Chicago campus' 2014-2015 completions per 100 full-time equivalent (FTE) enrollment rate was ten. Argosy University Schaumburg campus' 2014-2015 completions per 100 FTE rate was 39. The average among comparable Illinois institutions was 27.4. 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, U.S. Department of Education

Note: Argosy University is a proprietary institution.

A lower number is a positive indicator

#### Student Loan Default Rate

The three-year student loan default rate for Argosy University was 13.9 percent in 2013, 13.2 percent in 2012, and 19.4 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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(s) implies.*

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

The University’s mission is to “develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness.” The stated purpose for both the Chicago and the Schaumburg campuses includes providing distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace. The proposed programs are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding degree program objectives and curriculum.

DCEH has a four-fold mission, distinct and independent from the mission of DCF. Specifically, DCEH's mission is to create the opportunity for education that is: (1) Accessible – giving every student willing to make the required effort the opportunity to achieve a quality college education; (2) Affordable – lowering net tuition and fees, without sacrificing quality, so the focus is on obtaining an education, not financing an education; (3) Relevant – equipping graduates with relevant, real world skills that lead to meaningful employment; and (4) Purposeful – instilling in graduates a strong ethical moral compass with a passion to serve others.

### **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 Associate of Science in Business Administration, Associate of Science in Information Technology, Associate of Arts in Psychology, Bachelor of Arts in Business Administration, Bachelor of Arts in Liberal Arts, Bachelor of Arts in Psychology, Bachelor of Science in Criminal Justice, and Bachelor of Science in Information Technology are expected to meet a stipulated set of requirements including having earned a high school diploma or equivalent and having the ability to demonstrate English language proficiency.

Applicants to the Master of Business Administration, Master of Science in Human Resource Management, Master of Science in Management, Master of Science in Organizational Leadership, and Master of Public Health are expected to meet a stipulated set of requirements including having earned an undergraduate degree from a regionally-accredited institution evidenced by an official transcript, having earned a cumulative grade point average of at least a 2.7 for the bachelor's degree or a 3.0 on a 4.0 scale for the last 60 hours of coursework, and having the ability to demonstrate English language proficiency. Applicants with a grade point average between 2.0 and 2.7 must also submit a resume, professional goal statements, and enroll and pass an Academic Writing course within the first 38 weeks. Professional letters of recommendation are also required for those applicants with grade point averages between 2.0 and 2.4. Prior health experience is an additional recommended prerequisite for the Master of Public Health. In addition, the Master of Arts in Forensic Psychology, Master of Arts in Industrial/Organizational Psychology, and Master of Arts in Sports-Exercise Psychology also require a personal/professional goal statement with self-appraisal of qualifications for the profession. The Master of Arts in Clinical Psychology has higher standards for admission than the other master's degree programs with a cumulative grade point average of at least a 3.0 for the bachelor's degree on a 4.0 scale required in addition to an interview.

Applicants to the Doctor of Business Administration are required to hold a master's degree (with at least a 3.0 GPA) in business administration, management, public or non-profit management, engineering management, JD, LLM, or other degree demonstrating exposure to managerial knowledge; the degree must be awarded by a regionally accredited institution, nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution. Applicants must have at least three years and preferably five years of full-time managerial or professional experience, documented by a resume or online professional profile. If not currently employed, the applicant must show active participation in professional organizations. They must also show evidence of at least three graduate credit hours or six undergraduate credit hours in accounting, finance, and

economics. To be eligible to select the accounting concentration, applicants must have at least 12 graduate credit hours in accounting.

Applicants to the Doctor of Education (EdD) in Counselor Education and Supervision are expected to have earned a master's degree (with at least a 3.25 GPA) in a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program or a CACREP-equivalent program from a regionally accredited educational institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution. Applicants are also expected to participate in an interview with a member of the program Admissions Committee, submit a resume and goal statement, and submit three professional recommendations.

Applicants to the Doctor of Education in Organizational Leadership are expected to have completed a graduate degree (with at least a 3.0 GPA) from a regionally accredited institution, a nationally accredited institution or an appropriately certified foreign institution.

Applicants to the Doctor of Psychology in Clinical Psychology (PsyD) are expected to have earned a bachelor's degree (with at least a 3.0 GPA) or a graduate degree (with at least a 3.25 GPA) from a regionally accredited or appropriately certified foreign institution. Applicants are also expected to participate in an interview with a member of the program Admissions Committee, submit a resume, submit goal statement, and provide three professional recommendations.

## Curriculum

### Associates of Arts in Psychology

The Associate of Arts (AA) in Psychology is a 60 credit hour program with 18 hours of core requirements and 42 hours of general education. The proposed AA degree is intended to enable students to acquire the foundational knowledge, skills, and competencies that can be applied toward entry-level employment, as well as providing the basis for continuation toward a bachelor's degree in psychology for interested students. The curriculum is designed to help students acquire a broad range of transferable skills such as critical thinking, effective and interpersonal communication, research, diversity appreciation, global sustainability, and problem solving.

### Associates of Science in Business Administration

The Associate of Science (AS) in Business Administration is a 60 credit hour program with 18 hours of core requirements and 42 hours of general education. The proposed AS degree is designed to help students acquire a broad range of transferable skills such as critical thinking, effective interpersonal communication, research, diversity appreciation, global sustainability, and problem solving. The AS in Business Administration degree program is intended to enable students to acquire the foundational knowledge, skills, and competencies that can be applied toward entry-level employment, as well as providing the basis for continuation towards a bachelor's degree in business for interested students.

### Associates of Science in Information Technology

The Associate of Science in Information Technology is a 60 credit hour program with 15 hours of core requirements, nine hours in one of two concentrations, six additional electives, and 30 hours of general education. The proposed AS is designed to prepare students for entry-level technology jobs working with computers, applications, and networks. Through the program's core

courses, students will have the opportunity to develop foundation skills in hardware, software, networks, business, and communication. Through the program's concentration courses, students will have the opportunity to develop specialized skills within either computer and network security or web development.

#### Bachelor of Arts in Liberal Arts

The Bachelor of Arts (BA) in Liberal Arts is a 120 credit hour program with 39 hours of core requirements, 18 hours of liberal arts requirements, 21 hours of open electives, and 42 hours of general education. The proposed BA in Liberal Arts degree program is designed to extend the capacity for intellectual inquiry through the incorporation of courses that are designed to develop the individual, to prepare students for the workplace, and prepare students to participate constructively in a global society.

#### Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology is a 120 credit hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of six concentrations, 33 hours of open electives, and 42 hours of general education. The BA in Psychology degree program is designed to prepare students to seek entry-level employment in the human services field in such capacities as entry-level counselor, case manager, human resources administrator, manager, and business servicer, as well as graduate study in fields such as clinical psychology, counseling, social work, and marriage and family therapy. Students enrolled in the BA in Psychology degree program can choose one of six concentration areas. The primary goal of the concentrations is to help students acquire more in-depth knowledge of specific areas within the field of psychology. Optional concentrations are Advanced Studies in Psychology, Child and Adolescent Studies, Criminal Justice, Human Services, Organizational Psychology, and Substance Abuse.

#### Bachelor of Science in Business Administration

The Bachelor of Science (BS) in Business Administration is a 120 credit hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of seven concentrations, 33 hours of open electives, and 42 hours of general education. The proposed BS in Business Administration degree program is open to both students who have already earned college credit at a community college, junior college, or other university, and working professionals with no college experience. The program is designed to prepare graduates with competencies, skills and knowledge to seek entry-level employment while simultaneously providing the basis for graduate education in business.

#### Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice is a 120 credit hour program with 33 hours of core requirements, 12 hours of electives or 12 hours in one of seven concentrations, 33 hours of open electives, and 42 hours of general education. The BS in Criminal Justice degree is a practitioner-oriented program that is designed to prepare students to be successful professionals in the fields of law enforcement, corrections, probation and parole, and security.

#### Master of Business Administration

The Master of Business Administration (MBA) is a program with two different tracks consisting of 30 or 36 semester credit hours. The MBA includes 27 hours of core requirements and

choice of two tracks (three hours in global business, or nine hours in organizational leadership, human resources, and public health). The MBA degree program is designed to develop action-oriented managers and leaders who can lead themselves and others to effective business solutions. The program is intended to build upon the talents of students from diverse academic and professional backgrounds.

#### Master of Public Health

The Master of Public Health (MPH) is a 39 semester credit hour program including three hours of field experiences and a capstone experience. The MPH degree program is designed to prepare students to seek employment in the field of public health. The MPH degree program is intended to create professionals who will be able to close the gap between the concepts and principles of public health and the realities of actual practice to improve health and well-being. The MPH degree program is designed to provide health care and other professionals with an understanding of the public health sciences, population-based research, and the community practice of public health. In addition, students will have the opportunity to acquire the knowledge and skills that can be used in health care policy development and management. The program is designed to prepare its graduates for leadership roles in a variety of private, public, and regulatory agencies, in for-profit and not-for-profit health organizations, and in health services research.

#### Master of Arts in Clinical Mental Health Counseling

The Master of Arts (MA) in Clinical Mental Health Counseling is a 60 hour program requiring 45 hours of core requirements, six hours of electives, and nine hours of counseling practica/internship. The MA is designed to prepare students strategically for the clinical practice of professional counseling. The faculty and staff work with the students to promote their unique development of attitudes, knowledge, and skills essential to becoming thoughtful, skilled, multiculturally competent, and ethical professionals who can provide counseling services in a wide variety of government, community, and private settings.

#### Master of Arts in Clinical Psychology

The Master of Arts in Clinical Psychology is a 50 semester credit hour program requiring 34 hours of core requirements, six hours of intervention electives, three hours of general electives, and nine hours of counseling practica/internship. The MA is designed to introduce students to basic clinical skills that enable them to serve the mental health needs of diverse client populations. The proposed degree program is designed to serve as a preliminary step for students who wish to pursue a doctoral degree in clinical psychology. In addition, while the program curriculum is designed to prepare students for doctoral study, the theoretical and clinical knowledge learned in the program can be applied to independent practice under certain conditions. For the MA in Clinical Psychology, the State of Illinois does not offer a license at the master's degree level. Students who plan to graduate from the MA in Clinical Psychology and then move out of state are advised to check on licensing requirements.

#### Master of Arts in Forensic Psychology

The Master of Arts in Forensic Psychology is a 36 semester credit hour program requiring 24 hours of core requirements and 12 hours in one of three concentrations or general track. The MA in Forensic Psychology degree program is designed to educate and train individuals who are currently working, or wish to work, in fields that use the study and practice of forensic psychology. It is designed to emphasize the development of students who are committed to the ethical provision

of quality services to diverse clients and organizations. The program maintains policies and delivery formats suitable for working adults. The MA is designed to provide coursework in forensic psychology for application to law enforcement, legal and organizational consultation, and program analysis.

#### Master of Arts in Industrial/Organizational Psychology

The Master of Arts in Industrial/Organizational Psychology is a 36 semester credit hour program consisting of all core requirement coursework. The MA is designed to apply the knowledge of industrial organizational psychology to issues involving individuals and groups in organizational and work settings. It is designed to prepare graduates to seek employment in areas such as training, data analysis, consultation, statistical decision making, organizational development, leadership, and human resource management positions. The curriculum is based on competencies focusing on the outcomes of training and on the knowledge, skills, and behavior necessary to function as a master's level professional in industrial organizational psychology.

#### Master of Arts in Sports-Exercise Psychology

The Master of Arts in Sports-Exercise Psychology is a 30 semester credit hour program consisting of all core requirement coursework. The MA is designed to educate and train students to function as capable and ethical performance enhancement specialists. The goals of the program include developing student competencies in theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity. The curriculum is designed to provide students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior.

#### Master of Science in Human Resource Management

The Master of Science (MS) in Human Resource Management is a 30 semester credit hour program consisting of 12 hours of core requirements and 18 hours within a specialization. The degree program is designed to prepare students to seek employment as human resource professionals, as well as those seeking to enter the human resource profession. Students will have the opportunity to effectively address the breadth of human resources needs of an organization including recruitment, selection, and development; compensation and benefits; employee relations; and the long-term strategic human resource needs of an organization. Particular attention is placed on the ethical management of people in our diverse world.

#### Master of Science in Management

The Master of Science in Management (MSM) is a 30 semester credit hour program designed to prepare students to manage and lead organizations within the private, non-profit, and public sectors. The MSM offers students a core curriculum that is intended to prepare them to meet the management challenges presented by the effects of rapid change on complex organizations. This degree program is designed to help students develop competencies through communication, critical thinking, ethics, use of current technologies, as well as the ability to implement and facilitate practices and systems that support the organizational mission and goals. The program culminates in an applied capstone project that requires students to integrate and demonstrate proficiency in the program core competencies.

### Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership (MSOL) is a 30 semester credit hour program consisting 12 hours of core requirements and 18 hours within a specialization. The MSOL degree program is designed to prepare students in the interpersonal skills central to broad management duties across a range of industries and disciplines. The program provides coursework focused on international business, ethics, contract law, and sustainable business practices. The degree culminates in a capstone course that requires students to apply project management processes and problem solving skills.

### Doctor of Business Administration

The Doctor of Business Administration (DBA) is a 60 semester credit hour program requiring 15 semester hours in research, 12 hours in one of four different areas of specialization, 12 additional hours of customized professional requirement chosen with advisor, three electives, and 12 semester hours of dissertation research. In the DBA degree program, industry and academic professionals have the opportunity to build upon master's-level competencies, skills, and knowledge. The curriculum is designed to prepare students to perform more effectively in existing professional roles, to qualify for roles with increasing responsibility, to start their own business, or develop capabilities for a second career in consulting or teaching at the college level.

### Doctor of Education in Counselor Education and Supervision

The Doctor of Education (EdD) in Counselor Education and Supervision is a 60 semester credit hour program requiring 12 hours in professional development, 18 hours in advanced practice and specialty requirements, 15 semester hours in writing and research, 3 hours for advanced training experiences, and 12 semester hours of dissertation research. The EdD in Counselor Education and Supervision degree program is designed to help current practitioners with existing master's-level preparation to advance their careers. This doctorate degree can provide expanded opportunities to compete in the marketplace, on par with the growing number of doctoral-level counseling practitioners.

### Doctor of Education in Organizational Leadership

The Doctor of Education in Organizational Leadership is a 60 semester credit hour program requiring 15 semester hours in research, 24 credit hours in core requirements, nine additional hours of electives, and 12 semester hours of dissertation research. The EdD in Organizational Leadership degree program is designed to prepare students to lead organizations faced with strategic challenges, such as increasing globalization, changing economies, societal shifts, and individual organizational relationships.

### Doctor of Psychology in Clinical Psychology

The Doctor of Psychology (PsyD) in Clinical Psychology is a 98 semester credit hour program requiring 68.5 semester hours in core requirements, three hours of advanced intervention and supervision electives, three hours of diversity electives, three hours of integrated assessment electives, 1.5 hours of professional practice electives, three hours of general electives, 12 additional hours of practica experiences, and four hours for clinical research project. The primary purpose of the PsyD in Clinical Psychology is to educate and train students in the major aspects of clinical practice. The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation

courses), and some experience in psychological services is desirable. The Doctor of Psychology in Clinical Psychology Program is accredited by the Commission on Accreditation of the American Psychological Association.

### Assessment of Student Learning

Argosy University engages in continual assessment, at both the classroom and institutional levels, to assure that students achieve the desired learning outcomes. The assessment process provides feedback and guidelines to faculty and administration, allowing them to maintain and develop a curriculum that accurately addresses identified competencies and learning goals. The University's assessment system is comprised of multiple methods and various applications within the institution.

The University has developed and applied a comprehensive strategy for the assessment of learning at all of its campuses and sites. Faculty members evaluate student learning from assignments tied to course learning objectives. For each course, the University has designated learning outcomes, rubrics, and evaluative criteria. The University has implemented an effective, streamlined, direct measure of student learning in individual courses. Signature assessments called Learning Assessment System Assignments (LASAs) are developed at key points in the program. LASAs are robust, have breadth and depth, measure higher order competencies, and contribute to 50 percent of the final grade for the course. When designing LASAs, faculty are encouraged to be creative. Assessments take a variety of forms (paper, presentation, videos, survey creation, case study, exam, and/or portfolio), as appropriate to the assignment and the discipline, and application is emphasized. Program and course assessments are also provided by students, faculty, alumni, and employers through various survey instruments. Certain professional degree programs maintain portfolios of student work for assessment and also track students' progress as mandated by state or national accreditation bodies.

### Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Argosy University has an annual cycle of assessment and planning conducted at the course-, program-, campus-, college-, and institutional-levels in order to ensure achievement of the University mission. As part of the annual cycle, faculty and academic staff conduct annual program reviews in October in which assessment results at the program-level are presented, evaluated, and discussed. Faculty and academic staff also review action plans from the previous year to determine achievement of goals and create new action plans as needed. Assessment results and action plans are embedded in the overall campus Institutional Effectiveness Reviews (IER) and are a major component for budgetary and curricular decisions and recommendations. The findings are also integrated into the college reviews in which results are reviewed in consideration of programs as a whole. During the college review, the college dean and associate deans, along with program chairs, examine and discuss whether the assessments have provided meaningful results reflecting student learning, irrespective of the delivery modality. This drives the development of national initiatives for the programs for the following year(s). Argosy University also conducts a multi-year comprehensive program review for a thorough, long-term, evidence-based analysis of a program in order to understand strengths, identify key areas of improvement, and create a workable plan for achieving the desired improvements. Through their participation in program reviews faculty evaluate the achievement of program outcomes through a variety of indirect and direct data sources to assess program effectiveness.



Indirect measures include data from student exit interviews and student persistence and graduation rates. Noel-Levitz surveys on student satisfaction are also administered every spring to permit the faculty and chairs, as well as non-academic units, to consider that data in the fall program reviews and IERs. End-of-course student evaluations are administered online for all courses at the end of each term. In addition, feedback from alumni surveys, surveys of employers, and advisory boards help ascertain the currency and relevance of programs.

### **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 University has identified facilities, equipment, and instructional materials that will accommodate the continued operation of all programs. The Argosy University Chicago campus features 15 classrooms (8,396 square feet); six labs (1,794 square feet); a library (2,811 square feet); a student lounge and other amenities; and an administrative/office space to support Admissions, Student Services, Financial Aid, and Career/Alumni functions. The Argosy University Schaumburg campus occupies eight classrooms, seven of which are equipped with SMART technology (4,040 square feet); two counseling skills labs (240 square feet); a library (400 square feet); and other space for a student lounge and faculty, as well as administrative and faculty offices. The facility also houses a computer lab complete with ten computers.

The Argosy University Library Services provides student and faculty access to a wide variety of scholarly resources and information needed for research and study. The Online Library includes a searchable catalog for locating print materials, dissertations, and electronic collections. In addition, it provides administrative support for circulation, 70 subscription databases, journal subscriptions, intercampus loans, acquisitions, and statistical reporting.

The University's Chicago campus library houses the book, journal, video collections, and two photocopiers in addition to study space and a computer lab. The Chicago campus library has an Academic Learning Center with eight student computers and space for individual and group tutoring.

The University's Schaumburg campus library carries approximately 1,700 volumes, and has ten computers and one private study area. In addition to campus-based collections, the Online Library contains a comprehensive collection of books, journals, multimedia, and reference materials, available in 78 subscription databases and accessible via the student and faculty portals. The University's collection includes: more than 50,000 full-text journals (peer-reviewed journals, trade journals, magazines, and newspapers); 300,000 full-text electronic books (both subscription and perpetual purchase); 70,000 streaming videos; one million full-text dissertations; and tutorials and tests for academic skills, software training, and professional development. Argosy librarians are available to guide library users through resource access sessions in group settings and through individual instruction.

### **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.*

Argosy University has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction. The University adheres to a faculty credential hiring requirement of a master's degree or higher in the field of instruction for faculty teaching baccalaureate-level courses.

### **Fiscal/Personnel Resources**

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

Argosy University has submitted fiscal plans for both the Chicago and Schaumburg campuses indicating tuition revenue exceeds, and will continue to exceed operating expenditures.

### **Accreditation/Licensure**

The following programs at Argosy University are accredited by the Accreditation Council for Business Schools and Programs: Associate of Science in Business Administration; Bachelor of Science in Business Administration, with concentrations in Accounting, Finance, Healthcare Management, Human Resources, International Business, Marketing, Organizational Management, and Customized Professional; Master of Business Administration; Master of Science in Management; Master of Science in Human Resource Management; Master of Science in Organizational Leadership; and Doctor of Business Administration.

The Master of Arts in Clinical Mental Health Counseling and the Doctor of Education in Counselor Education and Supervision degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs.

The Doctor of Psychology in Clinical Psychology Program is accredited by the Commission on Accreditation of the American Psychological Association.

### **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 accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the University. 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 Argosy University 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.

**Kaplan University**  
**550 West Van Buren Street**  
**Chicago, IL 60607**  
**President: Dr. Betty Vandebosch**

**Seeking Operating Authority:** Chicago Region

**Institutional Accreditation:** Kaplan University is regionally accredited by the Higher Learning Commission.

### **Background and History**

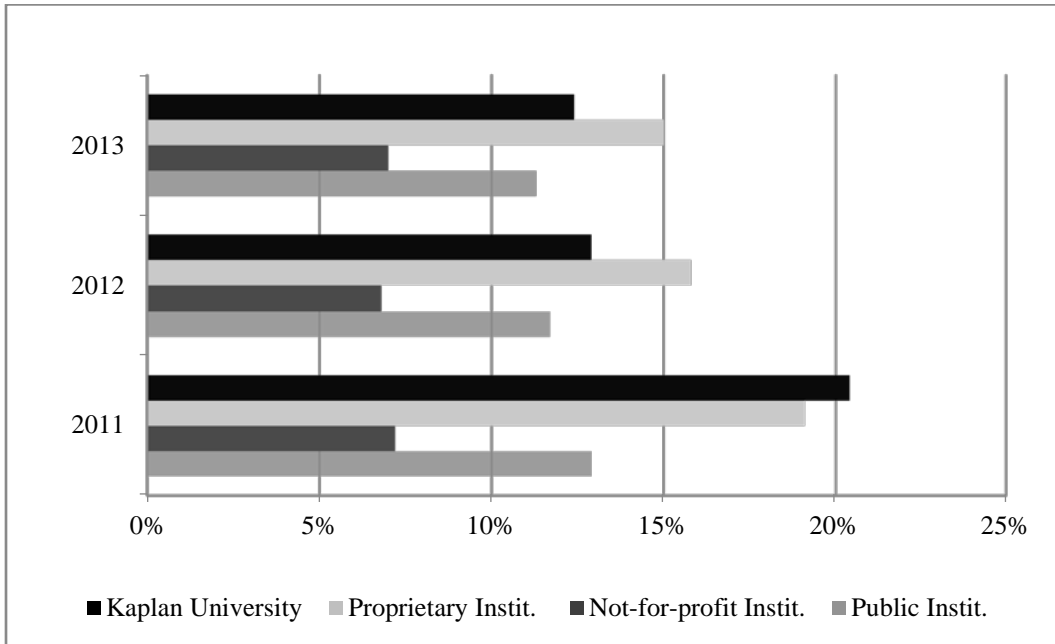
Kaplan University is seeking authorization to operate in the Chicago region under a new ownership structure. Purdue University in Indiana seeks to expand its land grant mission by acquiring a largely online, adult-focused provider with national scope. Purdue created a new affiliate, Purdue NewU Inc., an Indiana nonprofit public benefit corporation (NewU), to acquire Kaplan University (KU) and its academic assets and operations. Following the transaction, which was approved on August 10, 2017, by the Indiana Commission for Higher Education, NewU will be recognized as an Indiana public nonprofit institution and will have its liabilities backed by Purdue University subject to state law. It will otherwise continue as the same institution as prior to the transaction. Once the name of the new university has been decided, the name will be changed from Kaplan University to the newly designated name. With this application, Kaplan University is seeking authorization to continue operations at the administrative office in Chicago under this new ownership structure. The University has no plans to offer coursework or degree programs at the Illinois location.

### **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, U.S. Department of Education

Note: Kaplan University is a proprietary institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Kaplan University was 12.4 percent in 2013, 12.9 percent in 2012 and 20.4 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate-related comparison data is not provided because the University will not be offering degree 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 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 change of ownership does not change the mission of the University, which will continue to be: “The University is an institution of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education. Our programs foster

student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.” NewU’s mission, purposes and philosophy will align with and support Purdue’s land-grant mission.

### **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

Students applying to Kaplan University programs must meet the general requirements for admission and should communicate with the institution regarding any program-specific requirements. The general requirements are completed enrollment agreement, informational interview, high school graduation/approved equivalent, and attestation to outlined technological competencies.

#### Curriculum

Upon approval of operating authority, Kaplan University proposes to continue using the Chicago location as a purely administrative unit. No degree programs will be offered from this location or anywhere in the State of Illinois. The University is aware that the offering of degrees in Illinois would require additional Board review and approval.

#### Assessment of Student Learning

Kaplan University has submitted evidence of established processes to continuously evaluate course and program effectiveness tied to established learning outcomes. The assessment model is designed to measure both progress toward learning outcomes in any given course and final achievement of program-level outcomes as measured by course-level learning outcomes across the student’s program. The institutional assessment process includes course review every eighteen months and full program review every three years.

#### Program Assessment

Through its processes for program approval and evaluation, Kaplan University will continue to ensure that each program achieves its mission and educational objectives. The program approval process is comprised of multiple steps involving the Board of Trustees providing final approval and four key committees evaluating and recommending new programs, current program revisions, or program discontinuations.

### **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.*

Kaplan University will continue to be an online institution with several branch campuses. The facility in Illinois is used for administrative purposes only. This facility is comprised of the Office of the President, Accreditation, Career Services, Compliance, Financial Aid, Legal, and the Office of the Registrar.

## **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 possess the training, credentials, and other related professional qualifications to provide quality instruction at the institution. The current staff at the administrative unit in Chicago will remain in place after the acquisition of the University.

## **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 for the administrative office will be fully supported by institutional funds.

## **Accreditation/Licensure**

Specialized accreditation is not applicable to this application for operating authority.

## **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.*

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

## **Staff Conclusion**

The staff concludes that Kaplan 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.

**Lake Forest Graduate School of Management**  
**1905 West Field Court**  
**Lake Forest, IL 60045**  
**President: Mr. Jeffrey J. Anderson**

**Proposed Program Title in the Region of Authorization:** Master of Science in Project Leadership in the North Suburban Region

*Projected Enrollments:* Lake Forest Graduate School of Management projects enrollment of 15 students in the first year, increasing to 60 by the fifth year of the program. The School projects 40 degrees will be awarded in the fifth year.

**Institutional Accreditation:** Lake Forest Graduate School of Management is regionally accredited by the Higher Learning Commission.

### **Background and History**

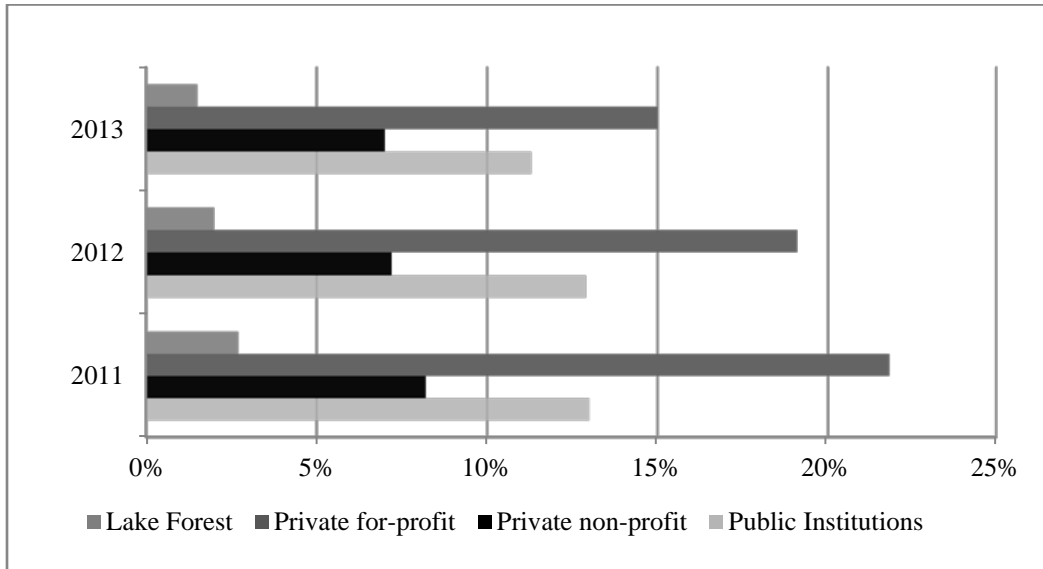
Lake Forest Graduate School of Management (LFGSM or the School) is a private, not-for-profit institution founded in Lake Forest, Illinois, in 1946 as a joint venture between local businesses and Lake Forest College. LFGSM amicably separated from Lake Forest College, changed its name to Lake Forest Graduate School of Management, and established itself as a provider of both degree and non-degree business management education in the Chicago metropolitan area. LFGSM was created to respond to a business need after the post-World War II economy grew rapidly but a shortage of management talent left local industry in need of leadership. The School currently offers a Leadership Masters of Business Administration, Master of Science in Management, and several graduate level certificate programs enrolling approximately 700 students across all the School's locations: Lake Forest (main campus); Schaumburg; and corporate onsite locations in Northbrook, Illinois (Allstate Insurance Company); Riverwoods, Illinois (Discover Financial Services); Chicago, Illinois (Health Care Service Corporation); and online. With this application, Lake Forest Graduate School of Management seeks to offer a Master of Science in Project Leadership in the North Suburban 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.*



### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Lake Forest Graduate School of Management is a not-for-profit institution.

A lower number is a positive indicator.

The three-year student loan default rate for Lake Forest Graduate School of Management was 1.5 percent in 2013, 2.0 percent in 2012 and 2.7 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate-related comparison data is not provided because the University proposes to offer a new graduate program.

### Mission and Objectives

*Criterion 1030.60(a) (1) provides that the objectives of the degree program(s) must be consistent with what the degree program 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 program is in alignment with the overall mission of the School. The proposed program is consistent with the mission, goals, and objectives of Lake Forest Graduate School of Management. 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 qualified for admission to the Master of Science in Project Leadership (MSPL), applicants must have a baccalaureate degree from a regionally accredited college or university. Official transcripts and completion of the online application are required for all applicants. The School prefers candidates with a minimum of two years of professional work experience that includes managing people, processes, and/or projects. The application process includes an interview, current resume, letter of recommendation, and a personal statement. Students may transfer up to nine credit hours from other accredited institutions into the MS in Project Leadership. Under certain circumstances, Lake Forest will consider granting credit for prior learning acquired through approved corporate training experiences.

### **Curriculum**

The MSPL is a professional degree that will prepare working adults to develop the leadership and management skills needed to advance as a business leader in the private or public sector. The proposed program is designed for professionals from either business or non-business backgrounds in liberal arts, engineering, technology, science, and other fields. Graduates of the program will gain the interpersonal, strategic, and business knowledge necessary to successfully lead projects in their organizations.

The curriculum requires a total of 42 semester credit hours for graduation. As a graduate institution exclusively serving working adult learners, the School maintains a year-round accelerated instructional format that consists of three semesters, with two terms of eight weeks each comprising one semester. All courses are required and offered face-to-face. The courses cover effective leadership practices, strategic thinking, business analytics, cultural diversity, marketing, organizational communication and leadership, accounting and finance, human capital, project management, risk and procurement management and analysis, and cost estimation. A capstone experience is designed to provide students with an opportunity to apply and integrate knowledge and skills acquired in the MSPL program. The MSPL degree program will also include course content required by the Project Management Institute (PMI) to prepare students for the Project Management Professional (PMP) certification examination.

### **Assessment of Student Learning**

Lake Forest has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include written papers, group projects, individual projects, oral presentations, and simulations with embedded assessment questions, which will be measured against the learning objectives defined for each course. The learning objectives are aligned with the course goals, which are aligned with the degree program goals. One signature assignment is also collected for each course along with direct assessment evaluation for the final capstone experience. Indirect assessments include formal student evaluations of faculty and courses, biannual faculty evaluations, and annual student satisfaction surveys. Faculty are also encouraged to conduct their own midterm evaluations.

## **Program Assessment**

The School has established policies for program assessment. Each program at Lake Forest conducts comprehensive program reviews every three years. The program review process is facilitated by the Dean of Faculty and Degree Programs, who reports to the Chief Academic Officer. Faculty are involved in program review through course-level Faculty Bench and Faculty Senate Curriculum and Assessment Committee meetings. The process is initiated with direct and indirect assessment data compiled by the Office of Institutional Research. High-level involvement of the President and Chief Academic Officer also contributes to the program review process. Data are reviewed at the Faculty Senate level and at all-faculty meetings, then course-level assessment data are distributed to the course-level Faculty Bench meetings. The School's business leader faculty bring insight from the business world and their own companies into the program review process as part of the bench meetings. Faculty benches review the data and generate program improvement plans within the benches, which are reviewed and approved by the dean. The overall program requirements are also reviewed and aligned at the all-faculty meeting to assure coherence of the degree program. Program improvement plan changes are implemented by the faculty through course-level changes and revised as needed based on continual review of direct and indirect assessment data. The School will follow these existing protocols for continuous improvement.

## **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 MSPL will be offered at both the home campus in Lake Forest and Schaumburg locations. Both locations are in possession of all technology, equipment, and instructional materials needed to support the proposed degree program. The Lake Forest campus building and Schaumburg location are designed in a corporate conference center style, including ample parking, adequate classroom space, smaller breakout rooms, a student lounge area, restrooms, reception desk, and a computer room with printers and copying machine. Students, faculty, and staff are issued individual security badges which allow controlled access to the classroom and other building facilities. Secured Wi-Fi is available throughout the location. Three Lake Forest administrative offices are located in the Schaumburg office location.

Consistent with other adult learning graduate programs, library resources for students are provided online. Lake Forest Graduate School of Management offers online access to the ProQuest Business Collection. The ProQuest Business Collection includes six top business databases, newspapers, periodicals, scholarly articles, and e-books covering all areas of business research topics. Student support for academic technologies including the ProQuest Business Collection, is provided by Blackboard 24 hours a day, seven days a week, as well as Lake Forest staff during classroom session hours. ProQuest provides the School with free user training (in person and virtually) for students and faculty.

## **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 School has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. Lake

Forest also has established policies for faculty evaluation and feedback processes to improve student learning outcomes.

### **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.*

Lake Forest has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the first year of operation.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure, however Lake Forest Graduate School of Management is investigating the application process for accreditation of the MSPL degree program through PMI's Global Accreditation Center.

### **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 School's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the School's website.

### **Staff Conclusion**

The staff concludes that Lake Forest Graduate School of Management 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.



**Northern Baptist Theological Seminary**  
**660 East Butterfield Road**  
**Lombard, IL 60148**  
**President: Dr. William Shiell**

**Proposed Program Title in Region of Authorization:** Master of Art in Urban Leadership in the Chicago Region

*Projected Enrollments:* Northern Baptist Theological Seminary projects enrollments of 25 students in the first year increasing to 60 by the fifth year.

**Institutional Accreditation:** Northern Baptist Theological Seminary is nationally accredited by the Association of Theological Schools (ATS).

### **Background and History**

Northern Baptist Theological Seminary (the Seminary or Northern Seminary) is an independent not-for-profit institution founded in 1913 with the purpose of training leaders for the Church. In 1913, a group of people from the Second Baptist Church of Chicago decided to establish a new seminary committed to preparing men and women for effective service as pastors, educators, missionaries, and evangelists within an evangelical theological context. Northern Seminary's first president was Dr. John Marvin Dean, pastor of Second Baptist Church of Chicago. For the first few years, classes were held in the Second Baptist Church. By 1920, Northern Seminary moved to a new campus on the west side of Chicago, and it was recognized by the Northern Baptist Convention as one of its seminaries. In its early history, Northern Seminary, like many other theological schools of the time, had both undergraduate and graduate programs for the training of Christian workers. During the 1960s, these two programs separated and the undergraduate program became Judson College of Elgin, Illinois. The Seminary currently offers only graduate programs and has a total enrollment of about 208 students. With this application, Northern Seminary seeks to offer a Master of Art (MA) in Urban Leadership.

### **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-related data fields are not provided because the Seminary proposes to offer a new graduate program. In addition, cohort default rates are not included because no rates were reported by the U.S. Department of Education for this institution. According to the U.S. Department of Education, “this institution is not found on the current Federal loan default rates database. Cohort default rate data are not included when number of borrowers entering repayment includes ten or fewer borrowers for all three cohort years.”

### **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.*

Northern Baptist Theological Seminary states that the Seminary has a strategic role “to educate leaders who will be personally whole and spiritually mature, Biblically grounded and theologically competent, pastoral, evangelistic and prophetic.” The proposed degree program is consistent with the mission, goals, and objectives of the Seminary. 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**

The Seminary has established admission requirements for students entering the proposed program. To apply for admission, students must complete an application for admission and must submit official transcripts from each institution previously attended. All applicants must present evidence of a baccalaureate degree awarded by a recognized accredited institution of higher education, a letter of reference from a pastor, and an autobiographical statement. Students may request that graduate credit be transferred. For master’s degree programs, theological work from an Association of Theological Schools accredited school or from seminaries in other countries which can be legitimately evaluated will be considered for transfer credit. Credits up to 50 percent of a previous master’s degree with a minimum B-level grade can be transferred into a master’s program at Northern Seminary.

### **Curriculum**

Northern Seminary’s MA in Urban Leadership will train ministers to serve in urban communities. Students will engage in solving complex social and cultural issues facing urban communities including systemic racism, poverty, violence, and incarceration, and exegete their cultural contexts using ethnographic skills. This practical approach will build on a foundation of biblical knowledge, theology, and church history, focusing on urban theology and the history of the urban church in America. Leading practitioners in urban ministry will train students in preaching, evangelism, conflict mediation, and pastoral care. The program requires a total of 57 quarter hours.

## Assessment of Student Learning

Northern Seminary will integrate learning assessment of the Urban Leadership program into the current institutional assessment program. Students' learning will be assessed using a variety of direct and indirect performance evaluation methods. For direct measures, the director of assessment will work with faculty to identify course-embedded learning outcomes for each of the degree program outcomes. Each quarter those learning outcomes are assessed and data are collated to ensure students acquire the program's educational objectives.

## Program Assessment

Consistent with the institutional policies, programs at Northern Seminary have learning outcomes that are expected to be met by the students earning degrees in the program. In the first three years of the program, the faculty will assess student achievement of the learning outcomes on an annual basis (as evidence is available) to ensure that the program is accomplishing its goals. Thereafter, each learning outcome will be assessed on a rotating, biennial basis. Northern Seminary will also conduct regular student surveys to gather indirect data of student learning and also for satisfaction with resources and services. Faculty will use these data to evaluate the educational effectiveness of the program and as necessary to revise the curriculum and/or refine the program's educational goals. Northern Seminary's faculty and administration will review assessment data regularly and monitor areas needing improvement.

## **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 MA in Urban Leadership program will be held at Hirsch High School on Chicago's South Side. New Life Covenant Church Southeast leases space at the school and has invited Northern Seminary to use the space to deliver classes in the evenings and occasional one-week intensives. A letter of agreement between Northern Seminary and New Life Covenant Church Southeast was provided as part of the application. The Seminary has adequate space, equipment, and instructional materials to support the proposed program. Students will have access to select titles in a reading room on the extension site, the library collection on the main campus (about 30 minutes away), electronic databases available online, and two theological libraries within four miles of the extension: the library of Catholic Theological Union and the JKM Library of McCormick Seminary and Lutheran School of Theology. The reading room at the extension site will contain 500 select books in biblical and theological studies, ministry, and urban leadership. Students can also request books from the main campus location and they will be delivered to them in the extension location. Through the Seminary's membership in the Illinois I-Share Consortium, students on the south side will also have full access to borrow books at the two theological libraries.

## **Faculty and Staff**

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

The Seminary has established policies to ensure that faculty possess the training, credentials, and other required qualifications to provide quality instructions to students. The faculty that will teach and advise in the program are doctorally prepared and have relevant education and



experience to advance teaching and learning in the area of study. Northern Seminary also has established policies to evaluate faculty and provide feedback on students' 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.*

Northern Baptist Theological Seminary has submitted fiscal plans indicating tuition revenue will exceed operating expenditures beginning in the first year of operations for the proposed degree programs.

### **Accreditation/Licensure**

No specialized accreditation is needed for the proposed program.

### **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.*

Detailed admission and program descriptions submitted as part of the application provide adequate information regarding Northern Seminary'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 Northern Baptist Theological Seminary 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.

**Southeast Missouri State University**  
**1 University Plaza**  
**Cape Girardeau, MO 6370**  
**President: Dr. Carlos Vargas**

**Seeking Operating Authority:** Southwestern Region

**Institutional Accreditation:** Southeast Missouri State University is regionally accredited by the Higher Learning Commission.

### **Background and History**

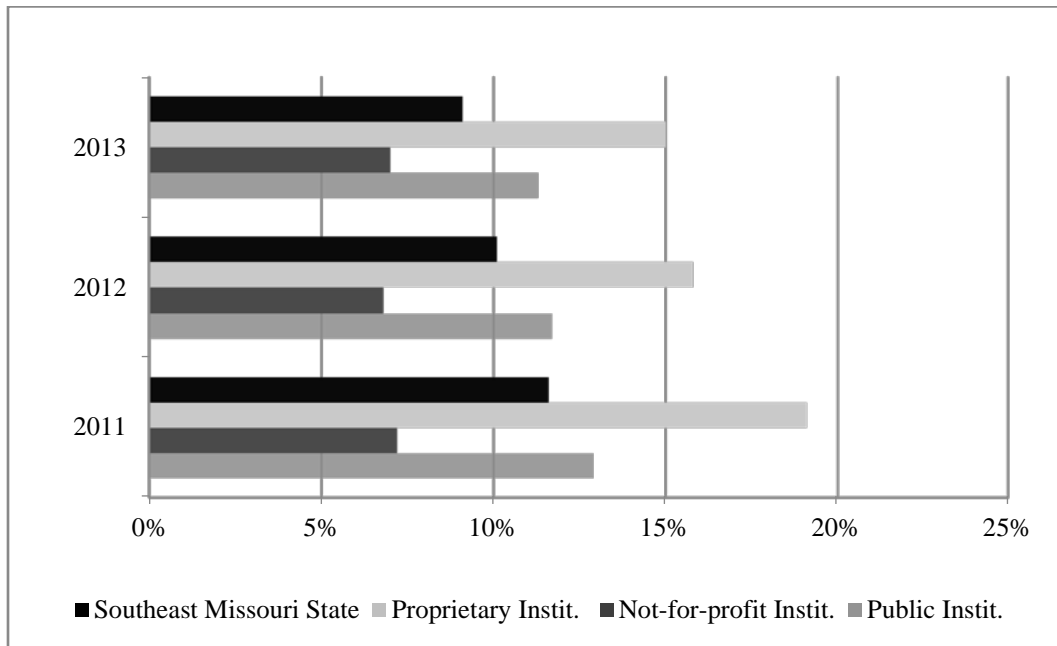
Southeast Missouri State University (SEMU or the University) is a public, not-for-profit institution located in Cape Girardeau, Missouri. The University was founded as a teacher's college in 1873, and has grown into a comprehensive university with more than 150 academic programs in five colleges. With this application, the University is seeking authorization to operate and offer dual credit courses 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.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Southeast Missouri State 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 SEMU was 9.1 percent in 2013, 10.1 percent in 2012, and 11.6 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate-related comparison data is not provided because the University will not be offering degree 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 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 dual credit program is in alignment with the overall mission of the University. The proposed dual credit program is consistent with the mission, goals, and objectives of Southeast Missouri State University.

## **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 dual credit program are required to have at least a 3.0 cumulative GPA. Students with less than a 3.0 cumulative GPA, but at least a 2.5 GPA, are eligible for participation with a letter of recommendation from their principal or counselor. All applicants must complete the enrollment form.

### **Curriculum**

SEMUE proposes to offer dual credit courses in partnership with the following Illinois school districts: Red Bud Community Unit School District in Red Bud; Valmeyer Community School District in Valmeyer; and Christ Our Savior Lutheran High School in Evansville. SEMUE does not have plans to offer degrees in Illinois.

### **Assessment of Student Learning**

The University has a standard process for assessing its dual credit program. Students evaluate the instructor and class at the end of the term. Those forms are processed by the Center for Scholarship, Teaching and Learning and the results are provided to appropriate directors, chairpersons, and deans. This information is used to improve instruction where needed. The dual credit program also offers professional development opportunities for the high school instructors through the University.

### **Program Assessment**

The University has established institutional policies and structures for continuous evaluation and improvement. The director of dual credit is in charge of conducting an ongoing evaluation of student performance and institutional effectiveness. The program director monitors all of the student learning assessment measures based on the student learning outcomes identified for each course. If the student learning outcomes that were met in online courses falls below 75 percent compared with traditional courses for at least two semesters, the department chair is notified to begin a review process of the course. For face-to-face courses taught by high school teachers, faculty from SEMUE make at least one site visit per year to the school and check to make sure the course being offered is equivalent to the course being taught on campus. The site visit follows the National Association of Concurrent Enrollment Programs guidelines.

### **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.*

SEMUE will teach the dual credit courses at the above named Illinois school districts. The University has sufficient library, technology, staff, and financial resources in place to support the proposed instruction. The three participating high schools provide each student with access to a personal laptop computer and also employ a full-time IT support person.

The University library currently exceeds 900,000 items in its full collection including 198,000 eBooks and 152 electronic databases. Library services and bibliographic search systems are online and provide direct access to the student users.

### **Faculty and Staff**

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

SEMU has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. 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 from the first year of operation.

### **Accreditation/Licensure**

No specialized accreditation is required; however, the University provided a timeline to seek accreditation with the National Alliance for Concurrent Enrollment Partnerships.

### **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.*

Detailed admission and program descriptions submitted as part of the applications 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 dual credit program.

### **Staff Conclusion**

The staff concludes that Southeast Missouri State 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.

**University of St. Francis**  
**500 Wilcox Street**  
**Joliet, IL 60435**  
**President: Dr. Arvid Johnson**

**Proposed Program Title in the Region of Authorization:** Doctor of Education in Educational Leadership in the West Suburban Region

*Projected Enrollments:* The University of St. Francis projects the program will enroll a cohort of 12 students annually for the first five years of the program.

## **Background**

The University of St. Francis (the University) requests authority to offer a Doctor of Education in Educational Leadership (EDEL) in the West Suburban region. The EDEL is a 60 credit hour professional degree designed to prepare candidates for endorsement as school superintendents through the Illinois State Board of Education (ISBE). The EDEL is intended for experienced educators who currently hold the ISBE general administrative (Type 75) license or the principal preparation endorsement on the professional educator license. Graduates will be positioned for school district leadership roles, including the superintendency.

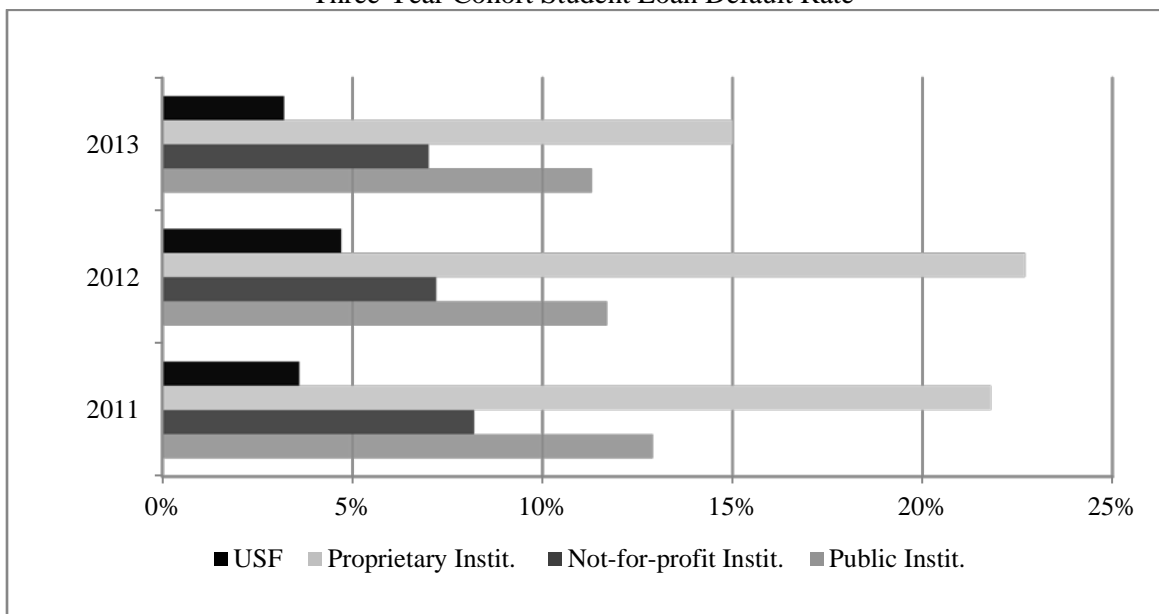
The University redesigned its EDEL program to meet the new requirements of the ISBE for the preparation of school superintendents in Illinois. The University has received formal approval through the State Educator Preparation and Licensure Board for its redesigned program. The University is working in partnership with Cicero School District 99 to offer the program in the district using a cohort model. According to the director of human resources for Cicero School District 99, there is a need among current school district administrators to earn both a doctorate and the superintendent endorsement, which will prepare these individuals for more senior administrative positions and ensure a leadership and talent development pipeline for the district.

## **Institutional Data**

*1050.30(b)(1)(G): 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 those 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, U.S. Department of Education

Note: The University of St. Francis is a not-for-profit institution.

A lower number is a positive indicator

The three-year student loan default rate for the University of St. Francis was 3.2 percent in 2013, 4.7 percent in 2012 and 3.6 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

Undergraduate-related comparison data is not provided because the University proposes to offer a new graduate program.

### Mission and Objectives

*1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.*

The proposed program supports the University's mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

## **Curriculum/Assessment**

*1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction; D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study; E) Degree programs must meet [appropriate] requirements.*

### **Admission Requirements**

In compliance with Illinois School Code, applicants are expected to have a minimum of two years of full-time experience as a school administrator and hold a general administrative (Type 75) or principal preparation endorsement on the ISBE professional educator license. Candidates must submit official transcripts showing completion of a master's degree in educational leadership, a letter of recommendation from a school superintendent or supervisor, portfolio evidence of prior leadership, and a personal statement describing the motivations for pursuing doctoral work and endorsement as a school superintendent. An admissions committee will also conduct an individual interview with each applicant.

Candidates are allowed to transfer up to 12 hours of graduate coursework equivalent to requirements for the doctoral core and superintendent endorsement. Transfer credit will only be granted for work completed at other regionally accredited colleges or universities. Candidates who have previously earned a superintendent endorsement and a Certificate of Advanced Study, Educational Specialist degree, or completed an equivalent doctoral program's coursework leading up to but not including the dissertation may petition to transfer up to 30 credit hours.

### **Curriculum**

The EDEL is a 60 credit hour, blended learning program designed to be completed over the course of ten semesters. The program curriculum is grounded in standards outlined in ISBE rules for the endorsement of school superintendents, as well as national standards for the field. The EDEL includes 36 hours of coursework to meet requirements for ISBE endorsement in the superintendency. Examples include courses in organizational change, administration and management of facilities, school district finance, and legal issues for school districts. Each of the courses in the superintendent core includes field-based projects. Candidates gain additional practical experience through two field-based internships that occur over the course of two semesters. During these six hours of field-based internship, candidates must demonstrate the requisite competencies. Candidates who do not demonstrate the expected competencies will remain in the internship experience until the desired level of performance is attained. The program culminates with a dissertation and defense of the same.



## Assessment of Student Learning

Assessment of learning is grounded in objectives outlining what students should know and be able to do as expressed in requirements for state licensure. Assessment of these learning objectives will occur on a course-by-course basis through class participation, quizzes, exams, action research, and field-based assessments, including two internships in the superintendency. All students will be required to complete and defend a dissertation relevant to school district leadership. In addition, students must maintain a minimum GPA of 3.0 and successfully pass the ISBE subject-matter test for school district superintendents with a cumulative score of at least 240 and a minimum score of 240 in each of the sub-areas: vision, management, and public relations.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' learning needs are being met. For the EDEL, the College of Education will engage faculty and Cicero School District 99 partners in an annual review of the program for the purpose of assessing curricula and student outcomes. Student course evaluations, exit interviews, graduation rates, and analysis of e-portfolio evidence will inform this process. Where issues are identified, faculty will work in task committees to resolve them and inform the department of progress in monthly meetings.

## Facilities (space, equipment, instructional materials)

*1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g. laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction research, or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research or public service, are conveniently available and accessible and can be maintained.*

The school district partner, Cicero District 99, will provide the facilities for the EDEL program. Face-to-face instruction will take place at Unity Middle School (2115 South 54th Avenue, Cicero, Illinois). The program will be offered in a blended learning format. Support services, library, and instructional materials will be comparable or identical to those offered to students taking face-to-face courses at the home campus.

## Faculty and Staff

*1050.30(a)(3)(A): The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.*

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related professional qualifications to provide quality instruction at the institution. A formal faculty evaluation process is in place.

## Fiscal and Personnel Resources

*Criterion 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary*

*to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

The University has adequate faculty, staff, and other instructional resources to launch and administer the proposed program.

### **Accreditation/Licensure**

The proposed program is recognized by the ISBE. Students in the program will be eligible to complete the ISBE subject-matter test for school district superintendents and apply for the superintendent endorsement on the ISBE professional educator license.

### **Program Information**

*1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

### **Staff Conclusion**

The staff concludes that the Doctor of Education in Educational Leadership by the University of St. Francis meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.



**Westminster College**  
**501 Westminster Avenue**  
**Fulton, MO 65251**  
**President: Dr. Benjamin Ola. Akande**

**Seeking Operating Authority:** Central Region

**Seeking Operating Authority:** Southwestern Region

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Leadership in the Central Region

*Projected Enrollments:* Westminster College projects enrollments of 15 students in the first year, rising to 40 by the fifth year.

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

*Projected Enrollments:* Westminster College projects enrollments of 20 students in the first year, rising to 40 by the fifth year.

**Institutional Accreditation:** Westminster College is regionally accredited by the Higher Learning Commission.

### **Background and History**

Westminster College (the College or Westminster) is an independent, non-profit institution based in Missouri. The College was established by the Reverend William W. Robertson and local Presbyterians in 1851 as Fulton College. Historically a men's college with a liberal arts and sciences foundation, Westminster admitted its first coeducational class in the fall of 1979. Westminster offers only undergraduate programs and has about 876 students enrolled in 34 majors, 42 minors, and 12 pre-professional programs. Westminster has established corporate partnerships including agreements with Ameren Missouri, Ameren Illinois, and Advanced Technology Services of Illinois. The partnerships allow the College to provide opportunities for employees of these organizations to further their education and complete degrees, thus advancing their careers. With this application, Westminster College is seeking authorization to operate in the Central and Southwestern Region to implement the corporate partner learning agreement established with Illinois corporate partners Ameren Illinois and Advanced Technology Services. The College will be offering a Bachelor of Arts in Leadership (BA in Leadership) on site at the corporate partner locations in the Central and Southwestern regions.

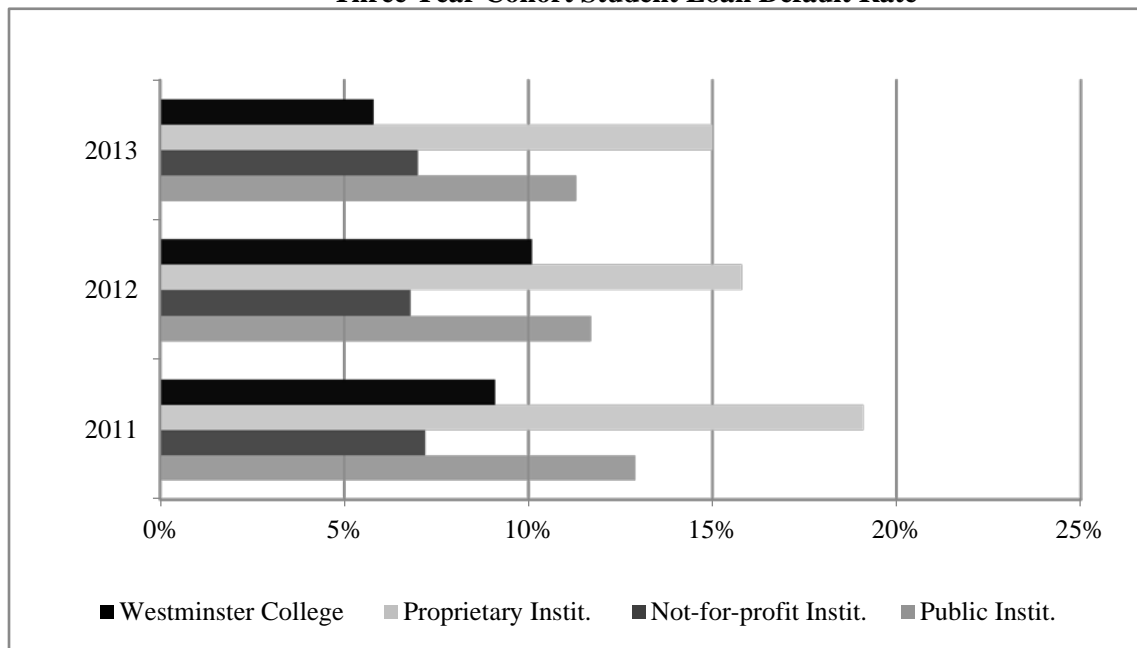
### **Institutional Data**

*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.

**Three Year Cohort Student Loan Default Rate**



Source: National Center for Education Statistics, U.S. Department of Education

Note: Westminster College 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 Westminster College was 5.8 percent in 2013, 10.1 percent in 2012 and 9.1 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 percent for proprietary institutions.

There are no outcomes data reported for Westminster College because the institution has not operated as a degree-granting institution in Illinois.

## **Mission and Objectives**

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

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

The proposed program is consistent with the mission, goals, and objectives of the College. The requested degree title is congruent with the corresponding 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**

Westminster College is a four-year, selective institution that offers liberal arts and sciences education. The proposed degree is a completion program that requires applicants to have successfully completed at least 61 credits of transferable credit hours of college work or receive conditional admission into the degree completion program. Exceptions to the requirement must meet the approval of the vice-president and dean of enrollment and the dean of faculty. The acceptance decision and formal notification will be made after the College has received the application and general application materials, including official record of secondary school completion or equivalent and an official college transcript from each postsecondary institution attended. The College seeks to enroll working adult, degree-seeking students who are employees of Westminster's corporate partners in Illinois.

### **Curriculum**

The BA in Leadership program is designed for adult workforce learners and involves a balance of classroom and job-related learning experiences. The major consists of a ten-course sequence of classes which includes principles of leadership, fundamentals of management, personal wellness, and business communication, as well as case studies in contemporary team dynamics and strategic decision-making. The focus is on practical application in a variety of contexts relating to leadership. The major also includes skill development in critical thinking, creative problem-solving, and ethical decision-making. The final course is a capstone experience that provides students an opportunity to apply their learning to an intensive real-world leadership experience. Since the degree is designed as a completion program, students are required to transfer at least 61 credit hours and then take additional courses to meet the 122 minimum total credit hours for a bachelor's degree at Westminster. Westminster requires completion of a 30 credit hour residency requirement to obtain a major in the BA in Leadership degree.

### **Assessment of Student Learning**

Westminster College has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures aimed towards achieving the goals and learning objectives set for the program. Students' learning will be assessed through course quizzes, tests, and written assignments and these assignments will be collected in student portfolios. The course assignments will be both written and verbal. The

program faculty have developed embedded assessments for each learning objective which align with established program competencies.

#### Program Assessment

Westminster College has developed a continuous assessment plan to guide the evaluation and improvement of its academic program. The faculty has primary responsibility for monitoring core academic areas such as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. The faculty approves all changes to curriculum via approval through the faculty governance process, which includes the Faculty Curriculum Committee, the Faculty Executive Committee, and the full faculty.

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

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

The proposed program will use existing classroom space and computer resources at the Ameren Illinois and ATS corporate partner locations. Adequate technical support is available to students at both locations. Westminster College's library has a wide array of online resources and full services for delivering books and articles to students in all locations. The College has developed an extensive system of access and training for students who are not physically located at the main campus site in Fulton, Missouri.

#### **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 program 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 revenue exceeds, and will continue to exceed operating expenditures beginning in the first year of the proposed program.

#### **Accreditation/Licensure**

The proposed BA in Leadership degree program does not require specialized 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 application provide adequate 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 Westminster 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.





**Midstate College**  
**411 West Northmoor Road**  
**Peoria, IL 61614**  
**President: Ms. Meredith Bunch**

**Proposed Program Title in the Region of Authorization:** Master of Business Administration in the Central Region

*Projected Enrollment:* Midstate College projects enrollment of 30 students in the first year, increasing to 44 students by the fifth year of the program.

**Institutional Accreditation:** Midstate College has been continuously accredited by the Higher Learning Commission since 1982.

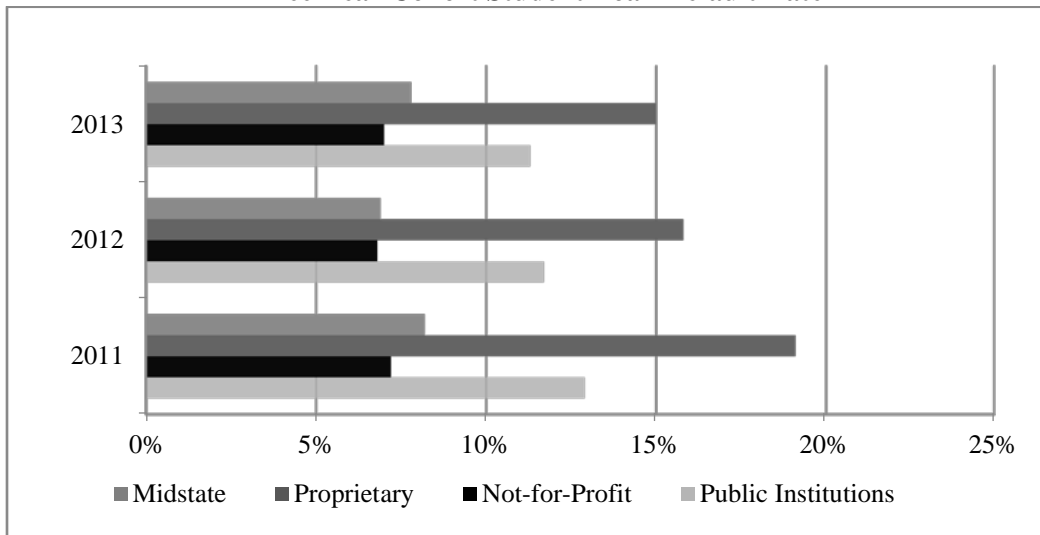
### **Background and History**

Midstate College, Inc. (Midstate or the College) is a proprietary four-year institution of higher education in Peoria, Illinois. Established as a business college in 1888, the institution currently offers associate degrees, bachelor's degrees, and diploma programs. In 1965, Midstate College of Commerce was purchased by the Bunch family and in 1970 the name was changed to Midstate College. The current campus is located at 411 West Northmoor Road, Peoria, Illinois. The Arline H. Bunch Business Center was opened January 14, 2002, and the R. Dale Bunch Student Center was opened May 17, 2010. At this time, Midstate College does not offer any graduate-level programs but offers these foundational programs in business at the associates and bachelors level: Associates of Applied Science in Business Administration, Bachelor of Arts in Business Administration, and Bachelor of Science in Accounting. With this application, the College seeks to offer its first graduate program, a Master of Business Administration, in the Central 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.*

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Midstate College is a proprietary institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Midstate was 7.8 percent in 2013, 6.9 percent in 2012 and 8.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private non-profit institutions; and 15.0 percent for proprietary institutions.

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

#### Mission and Objectives

*Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program 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 College’s mission is “to provide educational opportunities that emphasize skills and knowledge that will allow the student to adjust through a lifetime of social and technological change.” The proposed graduate program is consistent with the mission, goals, and objectives of the College. The requested degree title is congruent with the corresponding degree program objectives and curriculum.

## **Curriculum/Assessment**

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

### **Admission**

To be qualified for admission to the proposed program, applicants must have a bachelor's degree from an accredited college or university. All candidates for admission must also have a cumulative grade point average of 2.5 or higher on a 4.0 scale for all undergraduate coursework. Applicants are required to complete an application and submit official transcripts, a resume, and two letters of recommendation.

### **Curriculum**

The proposed Master of Business Administration (MBA) degree program is designed to provide students with practical knowledge and professional strategies imperative for effective leadership in business. The program provides innovative, real-world simulations that encourage advanced business knowledge for sector-specific issues. The breadth of the core courses and the depth of the elective courses will lead to the development of advanced business acumen. Through the evaluation of graduate level theories, construction of plans, examination of business concepts, creation of models, and investigation of resources and systems, students will formulate and apply practices that will help mold them into new or better business leaders of tomorrow.

The program's foundation courses provide advanced studies in analytical decision making, finance, technology, operations, marketing management, strategic leadership, global business, ethics, and corporate responsibility. Elective courses provide expanded learning opportunities such as supply chain analysis and planning, entrepreneurship, e-commerce and e-marketing, healthcare management, and cultural diversity in the workplace. The MBA is a 56 quarter hour graduate program, requiring 48 quarter hours of core coursework with eight elective quarter hours. The proposed program will be delivered online, face-to-face, and through a hybrid model of face-to-face and online classes.

### **Assessment of Student Learning**

The College has established policies and practices in place for the assessment of student learning. Assessment at Midstate College is a College-wide, faculty-driven, continuous improvement effort that measures student progress toward educational goals, determines academic progress, improves teaching and learning, and evaluates institutional effectiveness. Assessment activities are performed directly and indirectly, qualitatively and quantitatively, at the course and program level, ensuring data-driven decision-making to enhance academic programs. Direct assessment measures include tests; presentations; individual and group projects; course-level learning assignments; and a capstone project. Indirect assessments include formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; national student and faculty engagement surveys; graduate exit surveys; and community, employer, and alumni surveys.

### **Program Assessment**

The College has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Program assessment is

facilitated through the Nichols Model which emphasizes institutional and program objectives, means of assessment and criteria for success, analysis, evaluation, data-driven decision making, as well as an emphasis on continuous quality improvement. The Nichols Model provides a learning-driven model for assessment of student learning outcomes in a five-step process that closes the loop between intended outcomes and improvement. The proposed program will follow these existing protocols for continuous improvement.

### **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 has a total of approximately 5,091 square feet of space, including 16 classrooms (7,821 square feet), one science and seven computer labs (3,812 square feet), one library (1,640 square feet), and 44 office spaces for administration and faculty. The classrooms are equipped with high definition audio/visual equipment that is available for individual or group recording, viewing, or video-conferencing.

The Barbara Fields Memorial Library has adequate resources for students, faculty, and community affiliates that make use of academic resources for research and curricular needs. The library provides direct access to 18 online databases that provide both general and subject-specific research resources, including journal articles, electronic reference books, documentary, and videos. Midstate College is also a member of the Resource Sharing Alliance of the Reaching Across Illinois Library System. This membership allows Midstate students access to the collections of over 100 public, school, and academic libraries in Central and Western Illinois.

### **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.*

Midstate has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instruction to students. The College also has established policies for faculty evaluation and feedback process to improve student learning outcomes. The College's MBA staffing plan for new hires includes assurances of appropriate credentials for faculty teaching at the graduate level.

### **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 five-year fiscal plans that show operational revenue will exceed expenditures for the proposed program from the first year of operation.

## **Accreditation/Licensure**

Specialized accreditation is not required for this program. Approval of this program, which is at a higher degree level than current offerings, will be sought from the Higher Learning Commission after state approval is granted.

## **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. Identical information is also available on the College's website.

## **Staff Conclusion**

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



**Midwestern Career College**  
**20 North Wacker Drive, Suite 3800**  
**Chicago, IL 60606**  
**President: Mr. Jeremy Oberfeld**

**Proposed Program Title in the Region of Authorization:** Associate of Applied Science in Business Administration in the Chicago Region

*Projected Enrollments:* Midwestern Career College projects enrollment of 20 students in the first year, rising to 40 by the fifth year of the program.

**Institutional Accreditation:** Midwestern Career College is nationally accredited by the Council on Occupational Education.

### **Background and History**

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education, which has been in existence since 2004. MCC prepares students for entry-level employment, as well as certification and licensure examinations. The College was approved as a non-degree postsecondary school by the Illinois State Board of Education (ISBE) in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to the Illinois Board of Higher Education in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College.

On December 6, 2011, IBHE granted Midwestern Career College Authorization to Operate and Grant the Associate of Applied Science degree in Magnetic Resonance Imaging Technology in the Chicago Region. MCC also received IBHE's approval for the Associate of Applied Science in Diagnostic Medical Sonography, Associate of Applied Science in Health Information Technology, and Associate of Applied Science in Non-Invasive Cardiovascular Technology, and is currently offering all the programs. Due to a change in the College's ownership, MCC applied and was re-authorized to operate in the Chicago Region on March 14, 2017. With this application, the College is seeking authorization to offer an Associate of Applied Science in Business Administration.

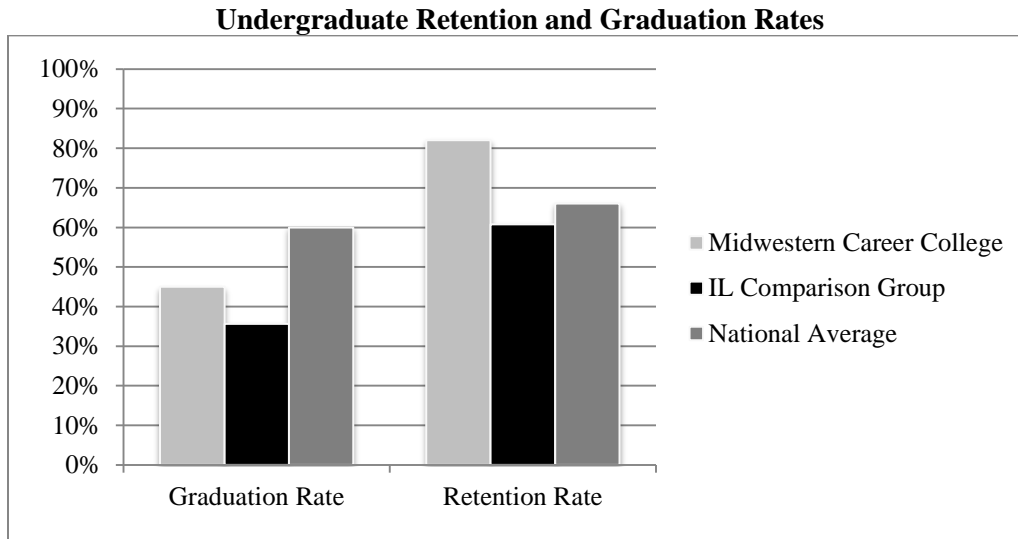
### **Institutional Data**

*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.



*Source: National System for Education Statistics, U.S. Department of Education*  
*Note: Midwestern Career College is in the associates-granting Illinois comparison group.*

*Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

MCC’s 2014-2015 graduation rate was 45 percent. The national 2014-2015 average graduation rate among comparable Illinois institutions was 35.6 percent and the national average for for-profit institutions was 60 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 National System for Education Statistics (NCES).

#### Undergraduate Retention Rate

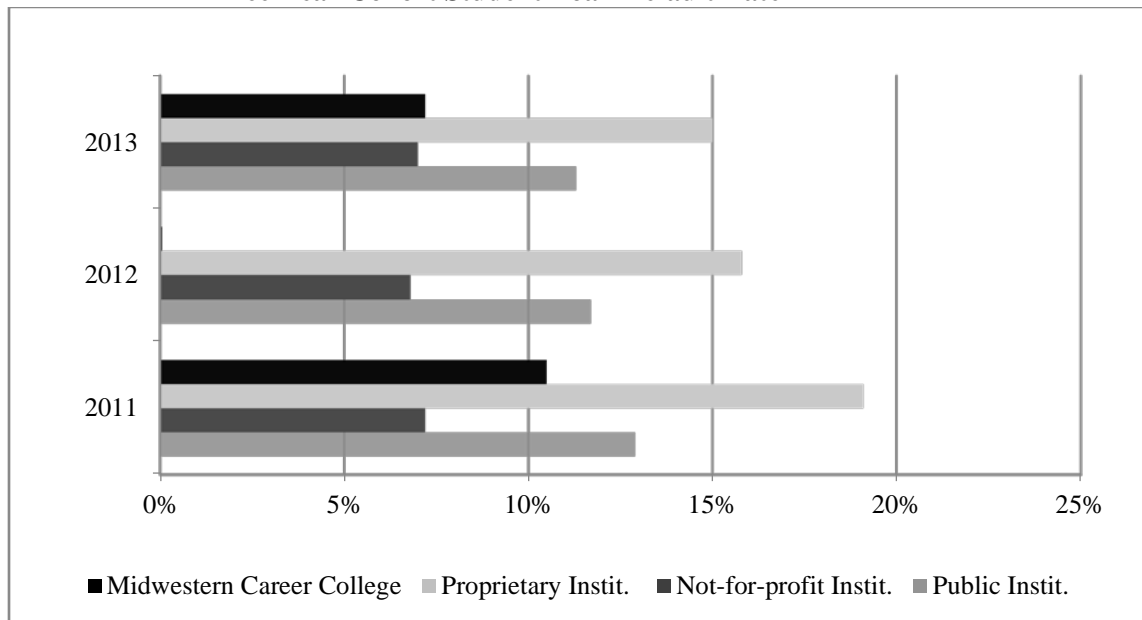
MCC’s 2014-2015 retention rate was 82 percent. The 2014-2015 average retention rate for comparable Illinois institutions was 60.8 percent and the national average for for-profit institutions was 66 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall 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

MCC’s 2014-2015 completions per 100 full-time equivalent enrollment (FTE) rate was 66. The average among comparable Illinois institutions was 36.3. 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, U.S. Department of Education

Note: Midwestern Career 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 College was 7.2 percent in 2013, 0.0 percent in 2012, and 10.5 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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 program is consistent with the College’s mission which is to provide “career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers.” The proposed program is

consistent with the purpose, goals, and objectives of the institution. The requested degree title is in alignment 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

All applicants to the College must be at least 18 years old, possess a high school diploma or a recognized equivalent certificate such as the GED. All applicants must also have 15 semester credits or 20 semester credits in any prior college coursework, or otherwise pass an institutional entrance exam (Accuplacer Math and Reading) with a minimum average score of 65. Applicants must also schedule and attend an interview with an admission representative.

#### Curriculum

The Associate of Applied Science (AAS) in Business Administration will serve as a preparatory course for students who plan to learn about business. The program will cover business planning, functions, and essential processes of an entrepreneurial organization. Through coursework and optional externship opportunities, students will become knowledgeable in management theory, business ethics, accounting, finance, marketing, and business operations. Students will be prepared to engage in business decision-making, and gain essential knowledge in project management, as well as business analysis. The AAS in Business Administration curriculum is 60 semester hours, including 15 hours of general education courses and 35 hours of core courses.

#### Assessment of Student Learning

The proposed program has stated goals and learning outcomes that are tied to course assignments. Students' learning will be assessed through course quizzes, tests, and written assignments. 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. Externship is offered but optional for the AAS in Business Administration. Students who wish to take advantage of the externship opportunities will be required to maintain satisfactory academic progress. The primary means of assessment is with the individual instructors of the course. During each course, the student's work is continually evaluated and assigned a grade. If a student's GPA falls below 2.0 at any point, the instructor of the course is tasked with counseling the student on satisfactory academic progress. The faculty member will also provide information on how to improve academic standing.

#### Program Assessment

The College has developed an ongoing assessment plan to guide the evaluation and improvement of its academic programs. Curriculum evaluation occurs at the completion of each course. Students are requested to fill out an evaluation form upon completing their coursework. The evaluation focuses on the performance of the instructor, learning resource center and the lab's usefulness, as well as the curriculum of the course. The results are aggregated and delivered to the Academic Effectiveness Manager as well as individual faculty. The data are used as evaluation and training materials for the faculty as well as basis for curriculum alterations. MCC also conducts a similar evaluation process through graduate surveys. The graduates of the program are able to

evaluate the programs holistically. The data are aggregated and used to assess the curriculum and to identify needs for curriculum modifications.

### **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 program will be offered at the main campus and campus extension of MCC, both located in downtown Chicago. The main campus facility has four labs/classrooms, a library, a cafeteria, and administrative offices. The campus extension has seven classrooms, five labs, and administrative offices totaling 19,681 square feet.

MCC's Library Resource Center has the resources suitable for the proposed program. The library has a collection of books, audio, and video materials relevant to the program. MCC has contracts with Gale Virtual Resource Library and ProQuest for a number of database packages. This allows unlimited access to electronic resources for students. The College has also secured remote access privileges, which allows students to utilize the materials both from school and from other locations.

### **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 that 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 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 proposed Associate of Applied Science in Business Administration will be accredited by the institution's accrediting body, Council on Occupational 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 applications 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 the Midwestern Career College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.