

**APPROVED**  
**DECEMBER 4, 2018**

Item #E-2  
December 4, 2018

**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

- Master of Arts in Forensic Mental Health Leadership in the Chicago Region
- Master of Science in Sport and Human Performance in the Chicago Region

Aurora University

- Master of Arts in Curriculum and Instruction: Teaching Diverse Learners in the West Suburban Region
- Master of Arts in Educational Technology in the West Suburban Region

The Chicago School of Professional Psychology

- Bachelor of Arts in Psychology in the Chicago Region
- Master of Arts in Marriage, Couples, and Family Therapy in the Chicago Region

**Proprietary**

Fox College

- Diploma in Dental Assisting in the South Metro Region
- Associate of Applied Science in Dental Assisting in the South Metro Region

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Medical Laboratory Technician in the Fox Valley 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 five institutions.

**Not-for-Profit Executive Summary**

Adler University

- Master of Arts in Forensic Mental Health Leadership in the Chicago Region

Adler University requests authorization to offer the Master of Arts in Forensic Mental Health Leadership in the Chicago Region. The Master of Arts in Forensic Mental Health Leadership is designed for students currently employed in a forensic mental health, public safety, or closely related profession seeking advancement to a leadership role; entry into forensic mental health, public safety, or closely related field; consulting; or teaching. The proposed program will prepare students to serve in a variety of capacities in forensic mental health systems and related public safety settings, including law enforcement, probation, correctional institutions, parole, victim assistance, mitigation and sentencing advocacy, child welfare, family court services, emergency and crisis management services, as well as in policy, advocacy, and research capacities. The 36-hour curriculum includes coursework in counseling, program development and evaluation, leadership and organizational development, social justice practica, and elective specialization

coursework in community-based work or clinical/counseling-based work. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Adler University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Science in Sport and Human Performance in the Chicago Region

Adler University requests authorization to offer the Master of Science in Sport and Human Performance in the Chicago Region. The Master of Science in Sport and Human Performance is designed for students interested in pursuing a career in sport and human performance or in related fields, e.g., coaching and athletic training. The proposed program would appeal to individuals with backgrounds in psychology or the sport sciences (i.e., motor learning, kinesiology, and exercise physiology), and participants of organized sports (e.g., NCAA Division I, II, or III; Olympics or Paralympics; professional sport organizations or teams; and musicians/dancers/performance artists). The 38-hour curriculum includes core coursework in counseling, professional ethics, diagnosis of maladaptive behavior, multicultural communities, and research and program evaluation; sports, including an introduction to sport and human performance, biopsychosocial aspects of sport and human performance, contemporary issues in the field, advanced techniques, and special topics; and Adler's two-semester social justice practica. In addition, the proposed program requires a three-semester sports externship under the mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Adler 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.

#### Aurora University

- Master of Arts in Curriculum and Instruction: Teaching Diverse Learners in the West Suburban Region

Aurora University requests authorization to offer the Master of Arts in Curriculum and Instruction: Teaching Diverse Learners in the West Suburban Region. This degree is designed for licensed teachers to become a specialist for special populations including English Language Learners. The 36-hour curriculum includes coursework in planning, instruction, and assessment practices for students with special learning and language needs; and curriculum development for and research-based approaches to serve special populations. Each course requires a field experience component directed towards working with students with special needs and/or English language learning needs. The program offers a pathway to obtain two Illinois State Board of Education endorsements for Learning Behavior Specialist and English as a Second Language. 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 Educational Technology in the West Suburban Region

Aurora University requests authorization to offer the Master of Arts in Educational Technology in the West Suburban Region. This degree is designed for licensed teachers to develop the knowledge, skills, and disposition to become a technology specialist in a school setting. The 36-hour curriculum includes teaching and research; instructional media; computer applications; curriculum, issues and trends, assessment and evaluation with technology; design and technology;

and educational leadership. The program offers a pathway to obtain the Illinois State Board of Education Technology Specialist endorsement. 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 B.

#### The Chicago School of Professional Psychology

- Bachelor of Arts in Psychology in the Chicago Region

The Chicago School of Professional Psychology requests authorization to offer the Bachelor of Arts in Psychology degree completion program in the Chicago Region. The proposed program is designed for students with an associate's degree or who have completed at least 48 credit hours toward general education requirements. The 42-hour upper-division coursework includes foundational coursework in psychology, as well as elective coursework that allows students to take a generalist approach or to specialize in, for example, social services, child/adolescent development, business psychology, or addiction studies. The proposed program prepares students for careers or graduate school. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The Chicago School of Professional Psychology has sufficient library, technology, staff, and financial resources in place to support the program.

- Master of Arts in Marriage, Couples, and Family Therapy in the Chicago Region

The Chicago School of Professional Psychology requests authorization to offer the Master of Arts in Marriage, Couples, and Family Therapy in the Chicago Region. The proposed program is a 60-hour curriculum that includes coursework in therapeutic techniques, assessment, diagnosis, professional ethics, psychopharmacology, research methods, and field practica, and prepares graduates for licensure in the State of Illinois and employment as a therapist in private practice or for appropriate services and agencies. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The Chicago School of Professional Psychology has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

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

#### **Proprietary Executive Summary**

##### Fox College

- Diploma in Dental Assisting in the South Metro Region
- Associate of Applied Science in Dental Assisting in the South Metro Region

Fox College requests authorization to offer a Diploma in Dental Assisting and the Associate of Applied Science (AAS) in Dental Assisting in the South Metro Region. These programs are designed to prepare graduates to work in an entry-level position in the Dental Assisting field. The 48 semester hour diploma program and 60 semester hour AAS program curricula are comprised of foundational science courses, dental assisting courses, and general education courses. 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 programs.

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

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Medical Laboratory Technician in the Fox Valley Region

Stautzenberger College DBA Rockford Career College, requests authorization to offer an Associate of Applied Science in Medical Laboratory Technician in the Fox Valley Region. The program was designed to prepare students for entry-level positions as medical laboratory technicians in the hospital or medical laboratories. The program offers externship opportunities in order for students to gain relevant practical experience in a professional setting. The curriculum also prepares students to take the American Society for Clinical Laboratory Pathology (ASCP) national credentialing exam, which is a requirement for certification in the field. Upon successful completion of this program and certification, students may look for entry level positions in the MLT or MLT-related field(s). The program requires completion of a total of 108 quarter credit hours, including 27 quarter hours of general education coursework and 16.5 quarter hours of externship. Due to a change in ownership, Stautzenberger College applied and received Operating and Degree-granting authorization from the Illinois Board of Higher Education in March 2018. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools of the Illinois Board of Higher Education.

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

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 Forensic Mental Health Leadership and the Master of Science in Sport and Human Performance 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 Aurora University Authorization to Grant the Master of Arts in Curriculum and Instruction: Teaching Diverse Learners and Master of Arts in Educational Technology in the West 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 The Chicago School of Professional Psychology Authorization to Grant the Bachelor of Arts in Psychology and the Master of Arts in Marriage, Couples, and Family Therapy, 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 Fox College Authorization to Grant a Diploma in Dental Assisting and an Associate of Applied Science in Dental Assisting in the South Metro 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 Stautzenberger College DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Medical Laboratory Technician in the Fox Valley 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.*



**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 Forensic Mental Health Leadership in the Chicago Region**

*Projected Enrollments and Degrees:* Adler University projects that enrollment in the proposed Master of Arts in Forensic Mental Health Leadership will grow from 20 students in the first year to 71 students in the fifth year. The University has projected that approximately 31 degrees will be awarded in this program in its fifth year.

**Proposed Program Title in the Region of Authorization: Master of Science in Sport and Human Performance in the Chicago Region**

*Projected Enrollments and Degrees:* Adler University projects that enrollment in the proposed Master of Science in Sport and Human Performance will grow from 25 students in the first year to 76 students in the fifth year. The University has projected that approximately 36 degrees will be awarded in this program in its fifth year.

**Institutional Accreditation:** Adler University is accredited by the Higher Learning Commission and received ten-year re-accreditation in 2011.

**Background and History**

Adler University (the University) is a private nonprofit 501(c)3 institution offering graduate-level degree programs in psychology, social work, public affairs and administration, and community health and advocacy programs in Chicago, Vancouver, and online. Adler University is named after Alfred Adler, a physician, psychotherapist, and founder of Adlerian (or individual) psychology, and was a pioneer community psychologist who held equality, civil rights, mutual respect, and the advancement of democracy as core values. Adler University was founded by Rudolf Dreikurs, a follower of Adler's, in 1952 as the Institute of Adlerian Psychology. The institution has subsequently undergone a number of name changes: Alfred Adler Institute of Chicago (1954); Adler School of Professional Psychology (1991); and finally today's name of Adler University. The Chicago campus currently offers 12 graduate degrees. With this application, Adler University seeks authorization to offer a Master of Arts in Forensic Mental Health Leadership and a Master of Science in Sport and Human Performance in the Chicago region.

**Institutional Data**

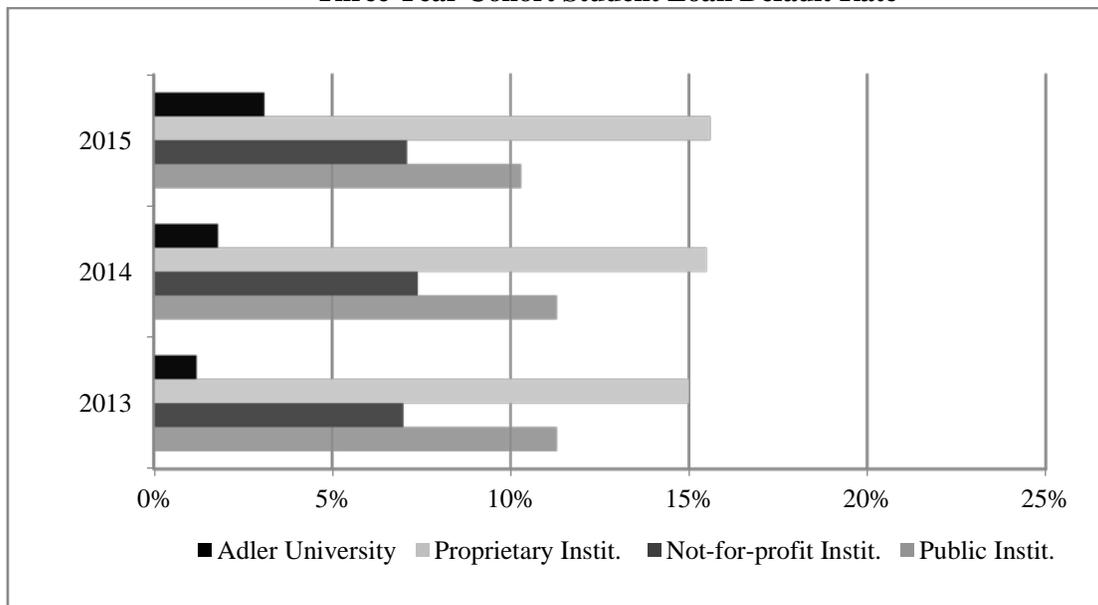
*1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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 success measures are not provided because Adler University has not offered an undergraduate degree program to a cohort of first-time, full time students.

### 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.*

### Student Loan Default Rate

The three-year student loan default rate for Adler University was 3.1 percent in 2015, 1.8 percent in 2014, and 1.2 percent in 2013. 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

## **Mission and Objectives**

*1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

*1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

Adler University's mission is to "continue the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice." The objectives of the proposed Master of Arts in Forensic Mental Health Leadership and the Master of Science in Sport and Human Performance programs are aligned with the mission of Adler University and are consistent with what the degree program titles imply.

## **Curriculum/Assessment**

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

### **Admission Requirements**

For admission to the proposed degree programs, applicants must have a baccalaureate degree from a regionally accredited institution or an equivalent academic degree from an international college or university; no disciplinary prerequisite is required for admission to the proposed degree programs. The following materials may also be considered when making admissions decisions: at least two letters of recommendation; official transcripts demonstrating a GPA of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework; a written personal statement of intent; a resume; and an admission interview. To be considered for transfer, transferred course credit is restricted to graduate-level courses from recognized and regionally accredited degree-granting institutions. A maximum of 12 transfer credit hours is allowed.

### **Curriculum**

#### **Master of Arts in Forensic Mental Health Leadership**

The Master of Arts in Forensic Mental Health Leadership (FMHL) requires students to complete 36 semester credit hours, including 28 hours of core courses, two hours of field experience, and six hours of elective specialization courses. Students will take courses in counseling, social justice, field work, leadership and organizational development, and elective specialization in either community-based advocacy or clinical/counseling-based areas, as well as the required Adler social justice practica. A capstone leadership seminar in the last semester requires a capstone project and leadership portfolio demonstrating students' integration and application of knowledge gained through the proposed FMHL program by showcasing their developed competencies in the field and as leaders, advocates, and/or consultants in forensic mental health and public safety arenas. Both the capstone project and the leadership portfolio are comprised of multiple components that are formally evaluated by the student's faculty advisor, faculty supervisor(s), and student cohort members. Graduates will be prepared to serve in leadership roles in forensic mental health systems and related public safety settings, e.g., law enforcement, corrections, probation, parole, victim assistance, advocacy, child welfare, family court services, emergency and crisis management services, policy, advocacy, and research.

## Master of Science in Sport and Human Performance

The Master of Science in Sport and Human Performance requires students to complete 38 credit hours, including core coursework in counseling and sports, as well as field experiences. Specifically, the proposed program will require counseling coursework, including professional ethics and legal issues, group counseling, counseling skills, counseling multicultural communities, diagnosis of maladaptive behavior; and sport coursework including an introduction to sport and human performance, biopsychosocial aspects of sport and human performance, contemporary issues in the field, as well as advanced techniques and special topics. Required field experiences include Adler University's required social justice practica and three semesters (400 hours) of an external field placement under the supervision of an Association for Applied Sport Psychology consultant-mentor. Students have the option of completing the full Certified Mental Performance Consultant credentialing at Adler by taking Advanced Sport Psychology Externship and Seminar. Graduates of the proposed program will be prepared to serve as a performance counselor helping people overcome mental and/or physical blocks in various fields related to performance consulting, coaching, military, university athletic departments, professional sports organizations and governing bodies, professional sports teams, dance studios, first responders, wellness programs, private practice, and rehabilitation facilities.

### Assessment of Student Learning

Adler University has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout each academic program. Direct assessment measures for the proposed programs include course-level learning assignments; collected course final rubrics; comprehensive examinations; site supervisor evaluation on students in the first-year social justice practicum; and seminar leaders' evaluations of students' capstone projects and presentations, including (a) for the proposed Master of Arts in Forensic Mental Health Leadership, the final community problem study and presentation and the leadership portfolio; or (b) for the Master of Science in Sport and Human Performance, the final case analysis, research, and presentation project.

### Program Assessment

Adler 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. For both proposed degrees, respective Program Learning Outcomes align with the institution's mission and values. The Student Learning Outcomes Assessment Program occurs in each program on an annual basis and is part of a broader institutional review process required by Adler University. Faculty in each of the programs are responsible for developing and utilizing the student learning outcomes and associated measures to revise program outcomes, curriculum, and student learning outcomes. Results of the proposed programs' assessments will demonstrate each program's strengths, areas for improvement, and plans for the future. Both of the proposed programs will follow these existing protocols for continuous improvement.

Indirect assessments of the proposed programs include student course and faculty evaluations and the graduate exit survey. Completion and persistence rates are tracked and published each semester, and retention rates are included in annual program reviews. The institution also evaluates current students' satisfaction ratings with their program and the University via the Noel-Levitz Priorities Survey for Adult Learners. Program assessment oversight is coordinated by Adler University's Vice President of Academic Affairs and the Curriculum and Student Learning Committee at the Chicago campus.

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

*1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.*

Adler University will offer its courses for the proposed programs at its new (as of 2010) location on Dearborn in Chicago. The University renovated two floors in a commercial building located in the Chicago Loop during a renovation project of approximately 100,000 square feet. The relocation more than doubled the size of the campus and provided a significant upgrade to services by improving the quantity and quality of classrooms, classroom technology, faculty offices, informal space, library space, and faculty/student access to technology. Classrooms range in capacity from 14 to 40 persons with a majority of classrooms having a capacity of 18 students or fewer. Every classroom is equipped with ceiling-mounted projectors linked to Smartboards or Smart Monitors. As well, high definition audio/visual equipment is available for individual or group recording, viewing, or video-conferencing, enabling faculty and students to video-conference in speakers, practice counseling skills, and develop students' technology skills to teach their own classes.

Adler University's Chicago campus library, the Harold and Birdie Mosak Library, is the hub of the Adler University Library System, where librarians work with students and faculty at all campuses to make the fullest use of academic resources for research and curricular needs. In addition to being a governing member of the Consortium of Academic and Research Libraries in Illinois, Adler University Libraries manage access to 64 research databases related to Adler's degree programs, as well as full-text electronic content from more than 56,000 unique journal titles, more than 490,000 electronic books, more than 3,700 digital media, and several newspaper collections. The Harold and Birdie Mosak Library's print collection includes 14,700 circulating volumes, more than 130 print journal titles, and more than 800 instructional audiovisual materials. For each of the proposed programs, Adler University currently subscribes to relevant academic journals and databases. Adler University will expand or add access to additional academic journals and databases as identified by each program; the Library purchases all faculty-requested books for all programs and is allocating additional funds to purchase book purchases and e-book licenses to increase its holdings in the relevant areas for the proposed degree programs.

All facilities used by Adler University are handicap-accessible. The new facility was renovated in compliance with all local, State, and Federal rules, and is open 365 days/year with 24-hour security.

## **Faculty and Staff**

*1030.60(a)(6): 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.*

Adler University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The institution also has established policies to evaluate faculty and provide feedback on student learning outcomes.

## **Fiscal and Personnel Resources**

*1030.60(a)(8): 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 certificate or degree program.*

Adler University has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the first year of operation.

## **Accreditation/Licensure**

No organizations accredit programs similar to the proposed Master of Arts in Forensic Mental Health Leadership. In the event that relevant accreditation becomes available, Adler University will endeavor to seek such relevant accreditation.

While no organizations accredit programs similar to the proposed Master of Science in Sport and Human Performance, the Association for Applied Sport Psychology is responsible for approving consultants in the field. Adler University has designed the proposed MS to meet certification standards so that graduates from the program will be eligible to apply for the Certified Mental Performance Consultant credential.

## **Program Information**

*1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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.*

Adler University submitted detailed and adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

## **Staff Conclusion**

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

**Aurora University**  
**347 South Gladstone Avenue**  
**Aurora, IL 60506**  
**President: Dr. Rebecca L. Sherrick**

**Proposed Program Title:** Master of Arts in Curriculum and Instruction: Teaching Diverse Learners in the West Suburban Region

*Projected Enrollments:* Aurora University has a projected enrollment of 16 students for the first year and rising to 32 students by the fifth year.

**Proposed Program Title:** Master of Arts in Educational Technology in the West Suburban Region

*Projected Enrollments:* Aurora University has a projected enrollment of 15 students for the first year and rising to 30 students by the fifth year.

**Institutional Accreditation:** Aurora University is accredited by The Higher Learning Commission.

### **Background and History**

Aurora University (the University) is a private, independent institution. The University was founded as Mendota Seminary in Mendota, Illinois in 1893, as an institution to train ministers and lay workers in the Advent Christian Church. The name was soon changed to Mendota College (the College), and the school took on the much broader mission of providing a full collegiate curriculum with a liberal arts base. By 1911, the College had outgrown its facilities and sought a new location closer to Chicago. Citizens of Aurora donated land on what was then the rural edge of the city; and Charles Eckhart, founder of the Auburn Motorcar Company, provided a donation that covered the cost of erecting the first three buildings of what would now be known as Aurora College: Eckhart, Wilkinson, and Davis Halls. Classes in Aurora commenced in the spring of 1912. In 1947, the College's evening program was instituted. In 1971, Aurora College became legally independent of the Advent Christian Church. In January 1985, it was reorganized into Aurora University. In the fall of 1992, it entered into an affiliation agreement with George Williams College. Under the agreement, the George Williams College of Aurora University was created to be the home of the School of Social Work, Recreation Administration, Physical Education, and Teacher Education programs. Today, Aurora University is comprised of four colleges: Colleges of Arts and Sciences, College of Education, College of Professional Studies, and George Williams College of Aurora University. Through its merger with George Williams College, the University operates its Lake Geneva Campus located in Williams Bay, Wisconsin. With these applications, the University is seeking authorization to grant the Master of Arts in Curriculum and Instruction: Teaching Diverse Learners and Master of Arts in Educational Technology in the West Suburban Region as an out-of-region request.

### **Institutional Data**

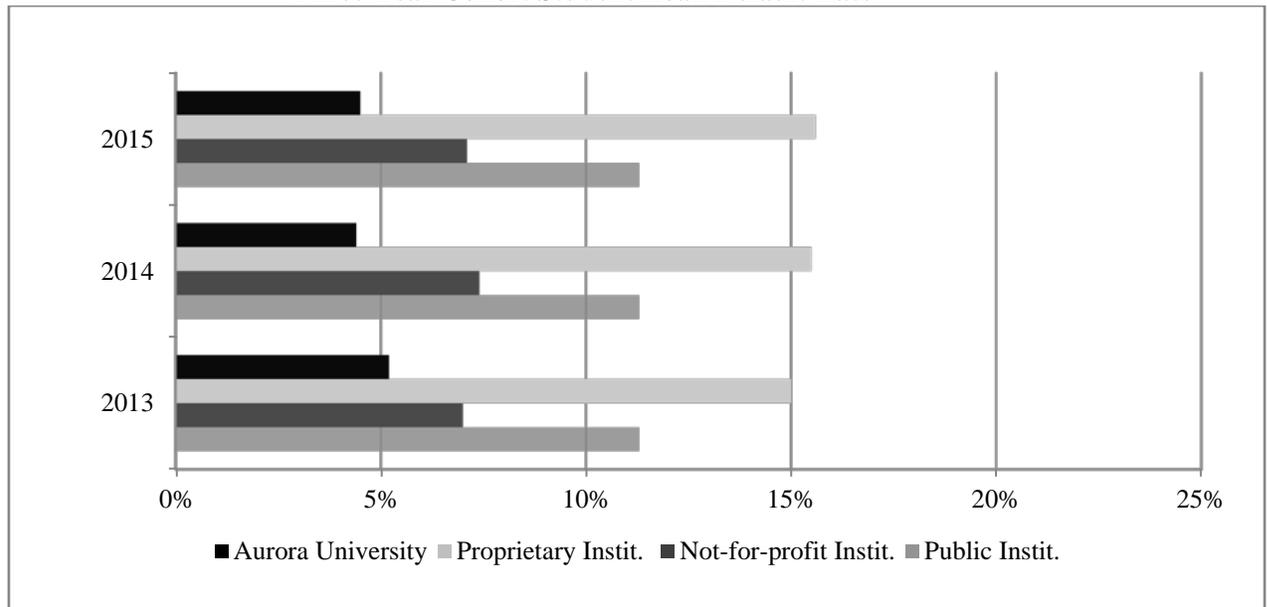
*1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and*

(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 comparison data is not provided because the University will be offering graduate degree programs.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education  
 Note: Aurora 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 Aurora University was 4.5 percent in 2015, 4.4 percent in 2014, and 5.2 percent in 2013. 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year

national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

### **Mission and Objectives**

*1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

*1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed program adheres to the mission of Aurora University to be “an inclusive community dedicated to the transformative power of learning.” The proposed programs are consistent with the purpose, goals, objectives, and mission of the University. The requested degree titles are congruent with the corresponding degree programs’ objectives and curriculum.

### **Curriculum/Assessment**

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

### **Admission Requirements**

To be qualified for admission to the Master of Arts in Curriculum and Instruction: Diverse Learners and Master of Arts in Educational Technology, applicants must have a baccalaureate degree from a regionally accredited college or university in a field providing appropriate background for graduate study; official transcripts; letters of recommendation; and completion of the online application. All candidates seeking admission must also have a valid Illinois teaching professional educators license; an undergraduate GPA of 2.75 or higher or a graduate GPA of a 3.0 or higher; a current full-time, contracted teaching position in a PK-12 school setting; and a resume documenting required teaching and leadership experience. Graduate-level credit earned at regionally accredited institutions of higher education may not be transferred to Aurora University and applied towards these master’s degree programs.

### **Curriculum**

#### **Master of Arts in Curriculum and Instruction: Diverse Learners**

The proposed MA in Curriculum and Instruction requires students to complete 36 semester credit hours. Students will take coursework in planning, instruction, and assessment practices for students with special learning and language needs; and curriculum development for and research-based approaches to serve special populations. Each course requires a field experience component directed towards working with students with special needs and/or English language learning needs. The program offers a pathway to obtain two Illinois State Board of Education (ISBE) endorsements for Learning Behavior Specialist (LBS1) upon successful completion of the ILTS 155 required content test and for English as a Second Language (ESL). A capstone action research case study focused on students with special needs and/or English language learning will be required and assessed to ensure that students have been effectively prepared by their coursework to meet the learning outcomes. Graduates will be prepared to work as a LBS1 specialist and/or ESL specialist within a school district.

## Master of Arts in Education Technology

The proposed MA in Education Technology requires students to complete 36 semester credit hours. Students will take coursework in teaching and research; instructional media; computer applications; curriculum, issues and trends, assessment and evaluation with technology; design and technology; and educational leadership. The program offers a pathway to take the ISBE Technology Specialist content test (#178) to add an endorsement as a technology specialists to their professional education licensure. A capstone action research project focused on areas of instructional technology is required and assessed to ensure that students have been effectively prepared by their coursework to meet the learning outcomes. Graduates will be prepared to work as a technology specialist within a school district.

### Assessment of Student Learning

The University has established policies for assessment of student learning outcomes. The University requires that measurable learning outcomes be identified for each program with course objectives and assessments mapped to the program outcomes. Course objectives are evaluated through field experience reflections and logs; research and reflection papers; projects; and assignments.

### Program Assessment

Aurora University follows a universal protocol for all programs and has identified measures to review the overall effectiveness of its programs. An assessment plan is developed at the point of program approval. This plan provides the basis for the collection of assessment artifacts from select courses across the academic year, including exams, discussion papers, presentation and projects. Rubrics for the assessment of artifact are developed by the department and data are collected upon completion of the courses. After the data are analyzed, the department meets to outline improvements to the program. Faculty conducts a comprehensive review of courses to evaluate descriptions, objectives, assessments, and artifacts collected. An Assessment Report is written and draws conclusions from the data and communicates any necessary changes to be incorporated into the following year's assessment plan. The cycle continues in this way each year. The proposed programs will follow these existing protocols for continuous improvement.

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

*1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.*

Aurora University has identified facilities, equipment, and instructional materials that will accommodate all program operations. All off-campus instruction for these proposed programs are to be delivered at the Hillside West 40 Regional Office of Education facility located at 4413 Roosevelt Road, Hillside, Illinois 60162. All classrooms include computer projection systems and appropriate seating. Additionally, the facility has appropriate internet access and network systems in place to support multiple learning classrooms, including a full-functioning computer lab.

Aurora University's Phillips Library (the library) maintains a collection of resources to support the proposed programs and provides access to a collection of more than 150,000 print and e-books, and more than 40 academic journal literature databases. All University students can access the library through the home page. In addition to an extensive electronic library, all Aurora

University students have access to inter-library loan services and the Consortium of Academic and Research Libraries in Illinois (CARLI).

### **Faculty and Staff**

*1030.60(a)(6): 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 policies that ensure faculty and other academic professionals hired for the proposed program have the appropriate training, credentials, and other related qualifications to support its proposed programs.

### **Fiscal/Personnel Resources**

*1030.60(a)(8): 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 certificate or degree program.*

Aurora University has submitted fiscal plans indicating tuition revenue and other income will be sufficient to exceed operating expenditures in the first year of operations for the proposed degree program.

### **Accreditation/Licensure**

Aurora University has 16 programs that are accredited by the Council for the Accreditation of Education Preparation. The professional unit of Aurora University, under the governance of the Council on Licensure of School Professionals, is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Applicants to both of the program must possess a valid Illinois teaching professional educators license. Candidates who complete the MA in Curriculum and Instruction: Teaching Diverse Learners will earn ISBE endorsement for LBSI upon successful completion of the ILTS 155 required content test and the endorsement for ESL to add to their professional educator license. Candidates who complete the MA in Education Technology will earn an ISBE Technology Specialist endorsement upon successful completion of the Technology Specialist content test (#178) to add to their professional educator license.

### **Program Information**

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

The University submitted detailed and adequate information on the University's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

**Staff Conclusion.**

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

**The Chicago School of Professional Psychology**  
**350 North Wells Street**  
**Chicago, IL 60654**  
**President: Michele Nealon, Psy.D.**

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

*Projected Enrollments and Degrees:* The Chicago School of Professional Psychology projects that enrollment in the proposed Bachelor of Arts in Psychology will grow from zero students in the first year to 85 students in the fifth year. The University has projected that approximately 31 degrees will be awarded in this program in its fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Marriage, Couples, and Family Therapy in the Chicago Region

*Projected Enrollments and Degrees:* The Chicago School of Professional Psychology projects that enrollment in the proposed Master of Arts in Marriage, Couples, and Family Therapy will grow from zero students in the first two years to 43 students in the fifth year. The University has projected that approximately 18 degrees will be awarded in this program in its fifth year.

**Institutional Accreditation:** The Chicago School of Professional Psychology (TCSPP or the School) is accredited by the Western Association of Schools and Colleges, Senior College and University Commission. The School is in good standing and received re-affirmation of accreditation on June 30, 2017, for a period of ten years.

## **Background and History**

The Chicago School of Professional Psychology is a private, nonprofit institution founded in 1979 by psychologists and educators committed to advancing the field of psychology and providing professional training opportunities. Today, 4,300 students attend the institution's campuses in Chicago, California, and Washington, D.C.; TCSPP offers more than 20 degree programs. TCSPP is recognized for its "Engaged Professional" practitioner-scholar model and for its contributions to diversifying the profession. With this application, the School seeks authorization to offer a Bachelor of Arts in Psychology and a Master of Arts in Marriage, Couples, and Family Therapy in the Chicago region.

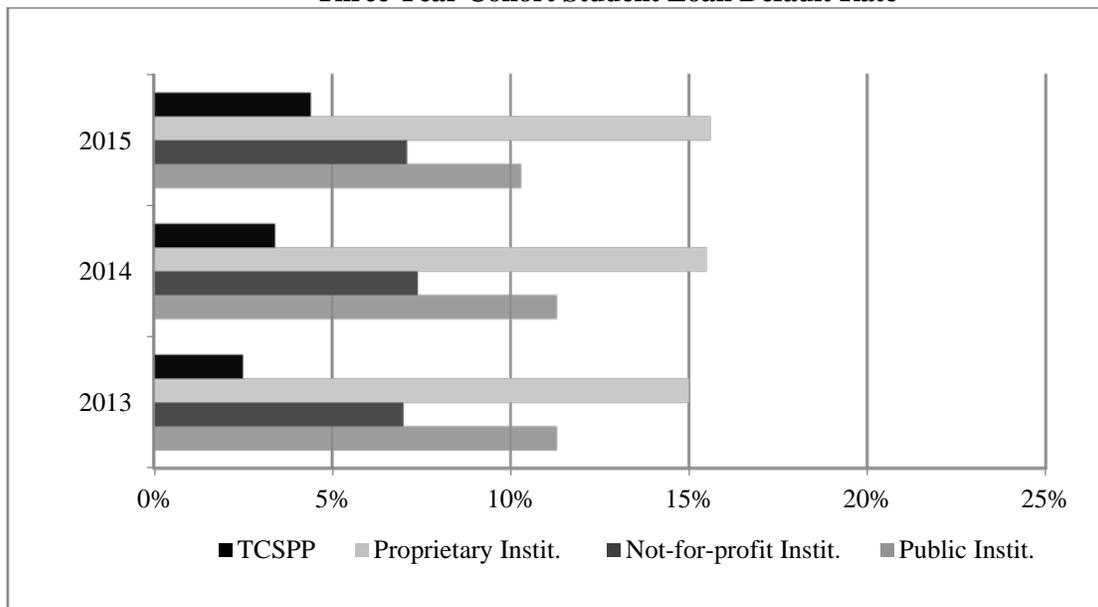
## **Institutional Data**

*1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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 success measures are not provided because The Chicago School of Professional Psychology has not offered an undergraduate degree program to a cohort of first-time full time students.

**Three Year Cohort Student Loan Default Rate**



*Source: National Center for Education Statistics, U.S. Department of Education*  
*Note: The Chicago School of Professional Psychology 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 The Chicago School of Professional Psychology was 4.4 percent in 2015, 3.4 percent in 2014, and 2.5 percent in 2013. In this instance, TCSPP reports its default rates across the entire system of campuses in California, Illinois, and Washington, D.C. 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

## **Mission and Objectives**

*1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

*1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The School's mission is to "integrat[e] theory, professional practice and innovation... [to] provide an excellent education for careers in psychology and related behavior health sciences. The school is committed to service and embraces the diverse communities of our society." The proposed degree programs are consistent with TCSPP's mission and with what the degree program titles imply.

## **Curriculum/Assessment**

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

## **Admission Requirements**

For the Bachelor of Arts completion program in Psychology, admission is open to any person who has earned an associate's degree from a regionally accredited institution or a minimum of 48 transferable semester credits or a maximum of 78 credit hours with a GPA of at least 2.3 or higher on a 4.0 scale. The following materials may also be considered when making admissions decisions: completed application with application fee; official transcripts from all institutions from which transfer credit is sought; an international transcript that has been reviewed and evaluated by an approved evaluation agency; and TOEFL scores for international students who do not already have an associate's degree or 48 transfer credits from an accredited US institution. Transfer credit may be awarded for college-level course work either in progress or completed prior to matriculation into TCSPP up to 78 semester credit hours. Within that allowable 78 transfer credits, up to 30 nontraditional semester credit hours may be applied toward degree requirements; nontraditional semester credit hours may combine various types of nontraditional credit including credit earned through national testing programs, military training, and other sources.

For the Master of Arts in Marriage, Couples, and Family Therapy, applicants must have a baccalaureate degree from a regionally accredited institution and meet other entrance requirements. Applicants are judged on their overall ability to do graduate work. Other factors that are considered in admissions decisions include: official transcripts demonstrating a GPA of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework; successful work history following completion of a baccalaureate degree; admission essay; and letters of recommendation from academic professors or professional or volunteer experience supervisors. The transferal of course credit is restricted to courses at or above the equivalent degree level from recognized, regionally accredited graduate degree granting institutions. In addition, course credit can be earned, if requested, for learning outside the traditional classroom and evidenced through examination. The total number of credit hours awarded when combining the credit by examination and course transfer credit may not exceed the program's maximum number of credit hours of 12 credit hours.

## Curriculum

### Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology degree completion program requires students to complete a minimum of 42 upper division Psychology credit hours at TCSPP in a traditional classroom format. Of the minimum 42 upper division Psychology credit hours, 30 hours are core courses providing the foundational knowledge an undergraduate student would need to determine a future path for graduate school or employment. At least 12 hours are elective courses, allowing Psychology students to specialize in a variety of areas or pursue a minor in Addictions Studies. The minor in Addictions Studies requires 21 credit hours in elective coursework and two semesters in supervised field instruction at approved addiction treatment community agencies. Completion of a total of 150 face-to-face supervision hours with a minimum of ten hours across the 12 core skills areas during the two-semester practica is required. Students who pursue the Addictions Studies minor will be prepared for credentialing as a Certified Alcohol and Other Drug Abuse Counselor by the Illinois Certification Board, Inc., a private non-profit organization that promotes standards for professionals in the addictions field; this certification allows credentialed persons to serve in positions related to drug counseling and rehabilitation, such as screening and intake positions, assessment, treatment planning, drug and other substance counseling, case management, crisis intervention, and client education. Students who specialize in other areas or who take the generalist curriculum are prepared for employment and graduate school.

### Master of Arts in Marriage, Couples, and Family Therapy

The Master of Arts in Marriage, Couples, and Family Therapy (MCFT) requires students to complete 60 semester credit hours, including 48 hours of core courses and 12 hours of therapy practica, in a traditional classroom format. Students will take courses in client assessment, therapy techniques, diagnosis, psychopharmacology, research methods, and treatment methods. Assessment will occur in the first year at the midway point to determine student readiness and qualification for practicum at the mid-way point and at practicum completion to determine educational outcomes and student readiness and qualification for progression. Students are required to pass the clinical competency exam during Practicum III to progress. The exam prepares students for the national marriage and family therapy exam required by the Illinois Department of Financial and Professional Regulation, which is taken after two years of supervised clinical practice. Graduates will be prepared to complete their two years of supervised clinical practice and sit for the Illinois licensing exam to work with a variety of clinical populations (individuals, couples, families, children, and groups that span the developmental spectrum), and with a variety of emotional, intellectual, and psychological conditions and disorders.

### Assessment of Student Learning

The School has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the respective academic programs. Direct assessment measures include: course-level learning assignments; faculty committee evaluation of student performance through the performance appraisal system, which determines student readiness for internships or practicum assignment; site-supervisor evaluations during practica, as appropriate; and comprehensive examinations at the midpoint and end of programs to determine achievement of program outcomes. The proposed MA MCFT program requires completion of a clinical competency evaluation consisting of a full clinical case report, tape, and transcripts, as well as a formal presentation of the case that is evaluated as both a quantitative and qualitative measure of a student's competencies.

Indirect assessments include student course and faculty evaluations, practicum evaluations, course-based work examples, and feedback from practicum site supervisors and employers to determine the applicability of student learning to the respective programs.

### Program Assessment

The School has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. In addition to comprehensive self-studies, all academic programs at TCSPP are required to develop, conduct, and report academic program review, an annual assessment of student learning and program effectiveness. Program faculty will systematically evaluate achievement of student learning goals through assessment tools and outcome measurements, which will be presented to the department for review on an annual basis and from which an action plan will be developed to address necessary revisions to student learning assessment plans, the curriculum, and the approach to learning inside and outside the classroom. The program will administer assessment and provide the required documentation and data necessary during the review to demonstrate the program's strengths, areas for improvement, and plans for the future. The proposed programs will follow existing protocols for continuous improvement.

The Chief Academic Officer is responsible for the process of assessment of educational effectiveness. The Associate Vice President for Program Development, Review, and Online Synergy, who has a staff member, the Director of Educational Effectiveness, works directly with the faculty Academic Effectiveness Review Committee, Deans of Academic Affairs, Department Chairs, program faculty, and co-curricular department heads to maintain the review cycle and engage the community in dialogue around student outcomes and success metrics.

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

*1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.*

The School has adequate and suitable space, equipment, instructional materials, and library resources to support the proposed Bachelor of Arts in Psychology and the Master of Arts in Marriage, Couples, and Family Therapy.

### Faculty and Staff

*1030.60(a)(6): 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 Chicago School of Professional Psychology has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The institution also has established policies to evaluate faculty and provide feedback on student learning outcomes.

### Fiscal and Personnel Resources

*1030.60(a)(8): 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 certificate or degree program.*

The School has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the third year of operation for the proposed Bachelor of Arts in Psychology degree completion program and the Master of Arts in Marriage, Couples, and Family Therapy.

### **Accreditation/Licensure**

For the proposed baccalaureate in Psychology, TCSPP retains its institutional accreditation; no accreditation for undergraduate degree programs for psychology is available at this time. However, TCSPP has designed the proposed BA in Psychology program to align with American Psychological Association Guidelines for the Undergraduate Psychology Major (APA, 2013). If accreditation becomes available for bachelor-level psychology programs, TCSPP will seek the appropriate accreditation.

TCSPP plans to seek programmatic accreditation for the proposed Master of Arts in Marriage, Couples, and Family Therapy from the Committee of Accreditation for Marriage and Family Therapy Education (COAMFTE), the accrediting agency for marriage and family therapy education and training for graduate and post-graduate degree programs, as soon as it is eligible to do so, which is anticipated in the fall of 2021 upon the graduation of the first cohort. TCSPP has designed the program to COAMFTE standards, which will also align with the Illinois Department of Financial and Professional Regulation's degree, coursework, and training requirements for licensure as a Marriage and Family Therapist in the State of Illinois.

### **Program Information**

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

The Chicago School of Professional Psychology submitted detailed and adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

### **Staff Conclusion**

The staff concludes that The Chicago School of Professional Psychology 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.

**Fox College**  
**6640 S. Cicero**  
**Bedford Park, IL 60638**  
**President: Mrs. Teri L. Tucci**

**Proposed Program Title in the Region of Authorization:** Diploma in Dental Assisting in the South Metro Region.

*Projected Enrollment:* Fox College projects enrollments of 24 students in the first year, rising to 28 students by the fifth year.

**Proposed Program Title in the Region of Authorization:** Associate of Applied Science in Dental Assisting in the South Metro Region.

*Projected Enrollment:* Fox College projects enrollments of 24 students in the first year, rising to 60 students by the fifth year.

**Institutional Accreditation:** Fox College is regionally accredited by the Higher Learning Commission and the Commission on Dental Accreditation.

### **Background and History**

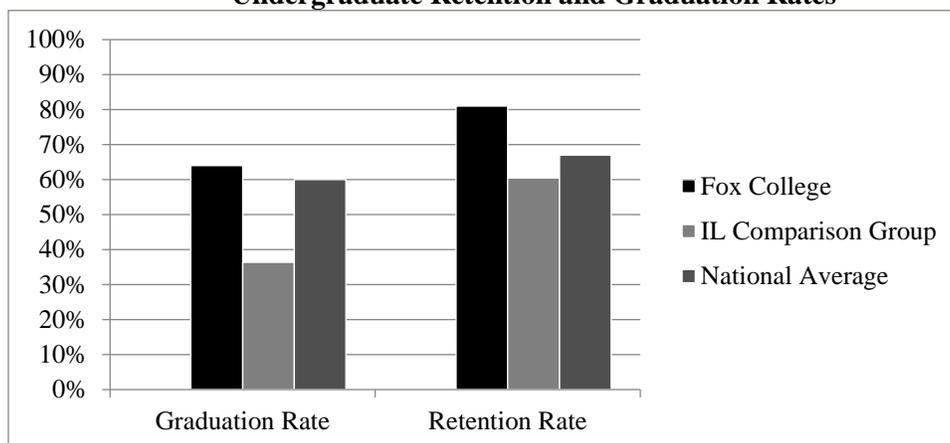
Fox College (the College) is a for-profit higher education institution offering diploma and associate degree programs in business, design and technology, and health care. Founded in 1932, the institution is a subsidiary of Bradford Schools, Inc., a family-owned enterprise of more than 30 years. With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

### **Institutional Data**

*1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

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

### Undergraduate Retention and Graduation Rates



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

Note: Fox College is in the Associate Illinois comparison group. Higher percentages are positive indicators.

#### Undergraduate Graduation Rate

Fox College's 2015-2016 graduation rate was 64 percent. The national 2015-2016 average graduation rate for private not-for-profit two-year institutions was 60 percent and the average among comparable Illinois institutions was 35.6 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

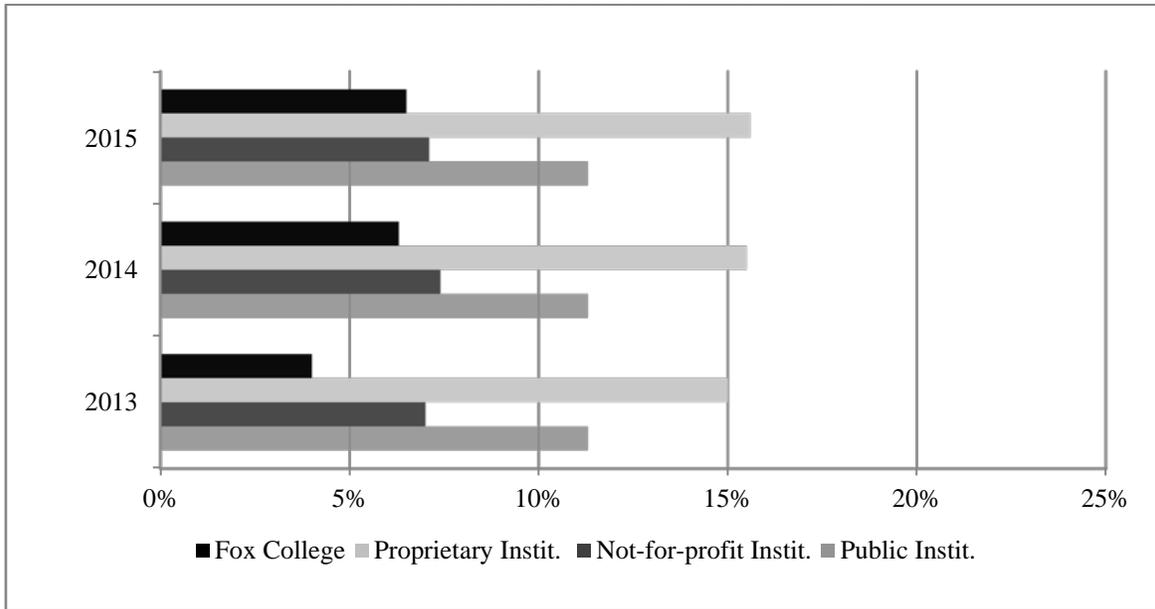
#### Undergraduate Retention Rate

Fox College's 2015-2016 retention rate was 81 percent. The national 2015-2016 average retention rate for private not-for-profit two year institutions was 67 percent and the average among comparable Illinois institutions was 64 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 the NCES.

#### Undergraduate Completions per 100 FTE

Fox College's 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 45. The average among comparable Illinois institutions was 37.4. 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: Fox College is a proprietary institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Fox College was 6.5 percent in 2015, 6.3 percent in 2014, and 4.0 percent in 2013. 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

#### Mission and Objectives

*1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

*1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The College's mission is to combine "general education and professional education in applied programs that prepare motivated students for success in specialized careers" in a changing world. The College provides a structured educational experience that focuses on critical thinking, interactive teamwork, communication competence, and technological proficiency. The proposed programs are in alignment with the overall mission, goals, and objectives of Fox College. The requested degree and diploma titles reflect the corresponding program objectives and curriculum.

## **Curriculum/Assessment**

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

### **Admission Requirements**

The basic requirement for admission to Fox College is completion of a high school diploma or equivalent (GED). Applicants are admitted for enrollment primarily on the basis of previous scholastic records as evidenced by a transcript of work completed in high school or college. The following materials may also be considered when making admissions decisions: GED scores, standardized test scores, writing samples/essays, relevant work or volunteer experience, interview and reading comprehension test scores. Applicants for the Dental Assisting programs must also demonstrate an aptitude for, and interest in, a career in Dentistry.

Upon acceptance, students may request review of transfer credits toward degree completion. A maximum of 25 semester credits will be accepted in transfer for students who have completed less than a bachelor's degree. Students who have earned a bachelor's degree and satisfactorily completed the transferable general education core curriculum of the Illinois Articulation Initiative at any participating college or university in Illinois will be granted credit toward fulfilling Fox College's general education requirements. Students who participated in the Advanced Placement (AP) program in their high schools may be granted credit provided they earned scores of 3 or higher on the AP exams. Fox College does not grant life experience credit and does not accept transfer credit earned from any of these sources at another institution.

### **Curriculum**

#### **Diploma in Dental Assisting**

The Diploma in Dental Assisting program requires students to complete 48 semester credit hours, including 15 hours of general education courses, seven hours of foundational courses, and 26 credit hours of dental assisting courses which includes a 300-hour externship. The diploma program is distinguished from the AAS program by reducing the number of general education courses. Students will complete foundational science courses, dental assisting courses, and general education courses. These courses provide students with foundational knowledge in biomedical sciences, anatomy, dental health and assisting, as well as math and communications. This program prepares graduates to work in an entry-level position in the Dental Assisting field. It will also assist students in becoming eligible to be a Dental Assistant Qualified in Expanded Functions and pursue certification through the DANB pathways.

#### **Associate of Applied Science in Dental Assisting**

The Associate of Applied Science (AAS) in Dental Assisting program requires students to complete 60 semester credit hours, including 27 hours of general education courses, seven hours of foundational courses, and 26 credit hours of dental assisting courses which includes a 300-hour externship. Students will complete foundational science courses, dental assisting courses, and general education courses. These courses provide students with foundational knowledge in biomedical sciences, anatomy, dental health and assisting, as well as math and communications. This program prepares graduates to work in an entry-level position in the Dental Assisting field. It will also assist students in becoming eligible to be a Dental Assistant Qualified in Expanded Functions and pursue certification through the Dental Assisting National Board (DANB) pathways.

## Assessment of Student Learning

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

## Program Assessment

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

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

*1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.*

The proposed programs will be hosted at the Midway Campus of Fox College at 6640 South Cicero Avenue. The physical and equipment requirements of a Dental Assisting Program are explicitly defined by the Commission on Dental Accreditation (CODA) and will be followed closely in the construction of the laboratory and classroom space when approvals are received. Fox College has experience in building complex educational facilities for its Veterinary Technician and Physical Therapist Assistant programs, both of which have extensive facilities requirements dictated by the relevant specialized accrediting bodies.

The Kapelinski Library at Fox College includes books, journals, and online resources relevant to the proposed program. In addition, the College expects to add program-specific volumes, periodicals, and other acquisitions as required by the programmatic accreditor. As is the case in existing programs, decisions about acquisitions will be driven by the program instructors

and facilitated by the librarian. The library houses three computer workstations that are linked to the College's databases and have Internet access. These computers augment the others available for student use in the College's four computer labs. This structure allows students to access online library resources both in the library and/or from any of the College's other computer labs. In addition, Fox College also subscribes to multiple periodical databases and is a member of Reaching Across Illinois Library System which is a consortium of suburban libraries in the south, southwest, and west suburbs.

### **Faculty and Staff**

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

Fox College has established policies that ensure faculty and other academic professionals possess the appropriate training, credentials, and other required qualifications to provide quality instruction to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

### **Fiscal and Personnel Resources**

*1030.60(a)(8): 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 certificate or degree program.*

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

### **Accreditation/Licensure**

The College currently maintains a fully-accredited Dental Hygiene program in good standing through the CODA and will seek CODA accreditation for the new Dental Assisting programs.

### **Program Information**

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

The College submitted detailed and adequate information on the program's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment. The same information is also available on the College's website.

**Staff Conclusion**

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



**Stautzenberger College**  
**1796 Indian Wood Circle**  
**Maumee, OH 43537**  
**President: Ms. Amy Beauregard**

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Medical Laboratory Technician in the Fox Valley Region

*Projected Enrollment:* Stautzenberger College DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

**Institutional Accreditation:** Stautzenberger College DBA Rockford Career is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

### **Background and History**

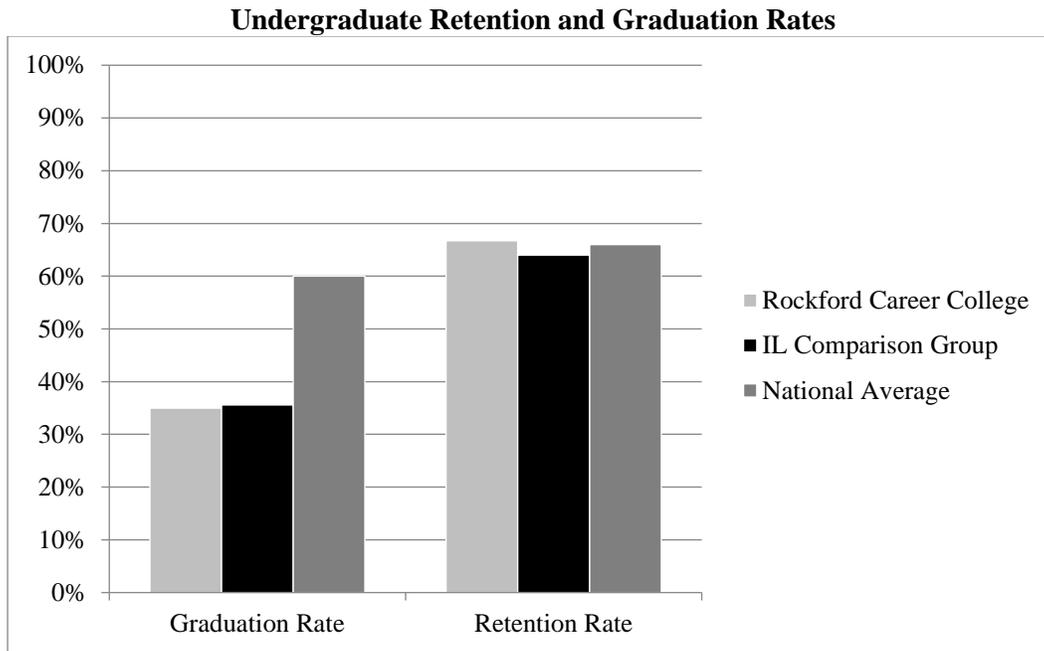
Stautzenberger College DBA Rockford Career College (the College) located in Maumee, Ohio offers for-profit career-oriented educational programs. Rockford Career College was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. In 2017, Rockford Career College moved as a branch under another group of schools owned by AHED, Stautzenberger College / AHED of Ohio, Inc. Due to another change in ownership, Stautzenberger College applied and received Operating and Degree-granting authorization from IBHE in March 2018. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools of IBHE.

### **Institutional Data**

*1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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: Rockford Career College is in the open enrollment, primarily associates granting Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

Rockford Career College’s 2015-2016 graduation rate was 35 percent. The national 2015-2016 average graduation rate for private for-profit two year institutions was 60 percent and the average among comparable Illinois institutions was 35.6 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

#### Undergraduate Retention Rate

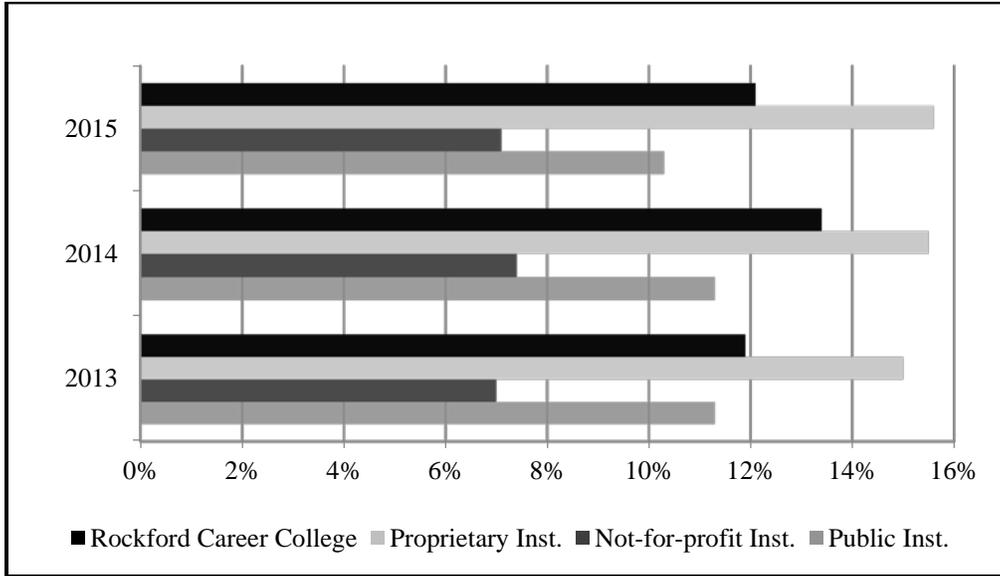
Rockford Career College’s 2015-2016 retention rate was 66.7 percent. The national 2015-2016 average retention rate for private for-profit two year institutions was 66 percent and the average among comparable Illinois institutions was 64 percent. Retention rates examine the percentage of first-time degree 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 the NCES.

#### Undergraduate Completions per 100 FTE

Rockford Career College’s 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 19 and the average among comparable Illinois institutions was 37.4. 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: Rockford 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 Rockford Career College was 12.1 percent in 2015, 13.4 percent in 2014, and 11.9 percent in 2013. 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 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

### Mission and Objectives

*1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

*1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The objectives of the proposed program is consistent with the overall mission of Stautzenberger College which is focused on providing career oriented education to students. The

College works closely with local and regional employers to identify employment needs and skills and to ensure appropriate matching in the training of its students. The requested degree title reflects the degree program objectives and curriculum.

### **Curriculum/Assessment**

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

### **Admission Requirements**

The proposed program will follow Stautzenberger College admission policy and procedures. Applicants for admission to the program must have completed high school or obtained a GED certificate. Candidate may also meet admission requirement by completing a State-authorized examination recognized as the equivalent of a high school diploma (e.g., High School Equivalent Test or Test Assessing Secondary Completion, or other State-authorized examination).

### **Curriculum**

The Associate of Applied Science in Medical Laboratory Technician (MLT) was designed to prepare students to gain the skills and academic knowledge for entry-level positions as medical laboratory technicians in hospitals, clinics or medical laboratories. The program will provide students education in theory and practice in the field of MLT. The program offers externship opportunities in order for students to gain relevant practical experience in a professional setting. The curriculum also prepares students to take the American Society for Clinical Laboratory Pathology national credentialing exam, which is a requirement for certification in the field. Upon successful completion of this program and certification, students may look for entry level positions in the MLT or MLT-related field(s). The program requires completion of a total of 108 quarter credit hours, including 27 quarter hours of general education coursework and 16.5 quarter hours of externship.

### **Assessment of Student Learning**

The College has established policies for assessment of student learning outcomes. Students' learning outcomes in the program will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, lab-experiments, team projects and written assignments. At a minimum, a quiz or exam will be taken weekly to ensure that students understand the instructional materials. For courses with laboratory components, students are required to demonstrate proficiency in the content area. Once the faculty has deemed the student competent in the skill, the student is allowed to progress in the course. For programs with an externship component, students are assessed during the middle and end of the externship experience. The students are also assessed by the externship site supervisor and feedback is provided to the College to ensure students are progressing appropriately.

### **Program Assessment**

The College has established policies for reviewing programs for continuous improvement. Programs are reviewed at a minimum twice every year and it is coordinated by the Program Advisory Committee, which meets a minimum of two times per year to discuss the curriculum content for each course and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students.

Each quarter, the faculty, Academic Dean, Campus President and Chief Operations Officer conduct a meeting to discuss the program content and its relevancy to the field. During the meeting, the team reviews the school's academic catalog policies to determine they are still appropriate and makes recommendations for changes. In addition, on a bi-annual basis, the school invites community employers, to assess the program and get feedback from them on how the program meets their needs.

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

*1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.*

The College has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories and student lounge. The current facility has 11 classrooms, 12 laboratories, two libraries, and 21 administrative office spaces. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC has over 900 books and access to more than 4,200 e-journals.

### **Faculty and Staff**

*1030.60(a)(6): 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 established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

### **Fiscal and Personnel Resources**

*1030.60(a)(8): 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 certificate or degree program.*

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

### **Accreditation/Licensure**

The College plans to seek accreditation for the Medical Laboratory Technician program with the Accrediting Bureau of Health Education Schools which accredits medical laboratory technician programs.

### **Program Information**

*1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or*

*course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.*

The College submitted detailed and adequate information on the College's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

**Staff Conclusion**

The staff concludes that Stautzenberger College DBA Rockford Career College and its proposed program 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.